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ABSTRACT

The practicum was designed to enhance career education/exploration opportunities in the junior high school. Services at the Career Center originally planned for the high school involved in this practicum were discountinued 2 years earlier due to a education/exploration termination of funds and failure to document program goals. The practicum's goals were: (1) to enhance career education/exploration in conjunction with counselor, paraprofessional and corporate sponsorship; (2) to increase the counseling staff's time spent on career guidance by 50 percent; and (3) to have students master stated competencies. Evaluation of these goals was achieved through the administration of pre/post-tests, time logs, and career units. An evaluation of the program indicated that the new career education/exploration program earned the complete acceptance and support of the students, parents, faculty, and business partners. Student satisfaction with the revamped program more than doubled. Private businesses for the first time became active participants in career education. Paraprofessionals were integrated successfully into the career education efforts. In addition, the time counselors spent on career education exceeded the practicum goal of a 50 percent increase, as measured by the time accountability logs. The concept that career guidance is solely the work of school counselors needs to be broadened to include support from faculty, parents, and various segments of the community. (Author/ABL)

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The Enhancement of Career Education/Exploration Opportunities in Conjunction with School Counselor, Paraprofessional, and Corporate Partnerships

by

David Shuff

Cluster XXIII

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A Practicum II. Report Presented to the
Ed.D. Program in Early and Middle Childhood
In Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1990

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PRACTICUM APPROVAL SHEET

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This practicum report was submitted by David Shuff under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

July 1, 1990
Date of Final Approval of Report

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David Shuff

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ABSTRACT

The Enhancement of Career Education/Exploration Opportunities in Conjunction with Counselor, Paraprofessional, and Corporate Sponsorship. Shuff, David, 1990: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Career Education/Exploration/Career Guidance/Career Counseling/ Paraprofessional/Business Partnerships/Career Center/Change Agents/Secondary Education 7,8, or 9/Junior High School/Improvement/Adolescents

This practicum was designed to enhance career education/exploration opportunities in the junior high school. Career Center services were discontinued two years earlier due to a termination of funds and failure to document program goals. An additional reason for the loss of the career program was a directional change in the district's philosophy. Junior high is, however, a critical time in the students lives for career development and, therefore, seen as a high priority by the writer.

The writer's goals were: (a) to enhance career education/exploration in conjunction with counselor, paraprofessional and corporate sponsorship (b) to increase the counseling staff's time spent on career guidance by 50% (c) to have students master stated competencies. Evaluation of these goals was achieved through the administration of pre/post-tests, time logs, and career units.

The results of this practicum were analyzed and the data revealed that the new career education/exploration program at this junior high, as measured by the Career Guidance Program Evaluation, earned the complete acceptance and support of the students, parents, faculty and business partners. Student satisfaction with the revamped program more than doubled. Private business for the first time became active participants in career education, donating not only time but services and equipment. Business representatives also reported a substantial increase in their satisfaction with the career education program. Paraprofessionals were integrated successfully into the career education efforts. The analysis, which showed a strong satisfaction by all parties, was a complete reversal from the strong dissatisfaction the participants expressed about the career guidance services offered the previous year. In addition the time counselors spent on career education exceeded the practicum goal of a 50% increase, as measured by the time accountability logs.

CHAPTER I

INTRODUCTION

Description of Community, Including Socio-Economic and Geographic Factors

The setting in which this practicum took place was a public school located in the largest suburb of a major Southwestern United States city. This community and adjoining cities comprised one of the fastest growing urban areas in the nation. This state, including the urban area in which this practicum was implemented, remains sparsely populated because of the desert and mountain geographic features of the region.

Environmentally, the extreme summer temperatures discourage outdoor activities and encourage vacation-time migration to cooler climes. But the mild weather of the other seasons brings visitors by the hundreds of thousands to the metropolitan area from states across the nation and from countries throughout the world, seeking to escape their turbulent weather. During the winter months, particularly, the visitor population in this suburb swells by more than 75,000. Tourism is a major industry in this suburb as well as in the state.

The residential population of the suburban city in which this practicum took place was more than 280,000. The school district experienced a student growth rate for the 1989-90 school year of 3%. However, the growth rate at this junior high was 26% for that same year. In 1987, local community voters approved a $156.8 million school bond election for capital improvement projects by a 3 to 1 margin, continuing a pattern of community support for educational financing.

The district in which this practicum was undertaken is among the largest in the state. It is composed of 65 schools serving some 65,000 students in kindergarten through the twelfth grade. The specific school to be involved in this practicum was a junior high school, the newest of 10 in the district. It began operating in the 1987-88 school year and was in its third year. The school population of 1,153 students was comprised of seventh, eighth and ninth graders from a progressive, socio-economic group of upper-middle-class to upper-class families. Only 24% of the families had lived in the school's boundary area for three or more years. The typical family, according to a survey by the school, was relatively new to the area, well-educated, and owned its home.

The school's administration consisted of a

principal, an assistant principal, two full-time certified counselors, a half-time counselor and a half-time school psychologist. The faculty was composed of 54.6 full-time-equivalent certified teachers. All were assigned to classes in their primary areas of certification. A majority of the staff had taught less than five years, making it one of the youngest staffs in the district.

The school was in the process of obtaining regional accreditation. The school's philospophy statement says that the mission of the school is to promote, through a wide range of educational experiences, a positive learning environment in which students can progress intellectually, artistically, socially, physically, and emotionally.

To achieve this growth, a working relationship was established among the faculty, students, and community in fostering a shared sense of cooperation, responsibility, and compassion in every area of learning.

The philosophy contributed significantly in gaining recognition for this school in several areas, including academic excellence.

Writer's Role and Responsibilities

The writer was in his fourth year of employment as a junior high school counselor. At the beginning of the 1989-90 school year, he was named head counselor at this school, substantially expanding his duties (Appendix A). This appointment was a unique distinction for the writer because he became the youngest head counselor in the district's history. He is 28 years old and the average age of head counselors in the district and the state is more than 56.

Prior to this assignment, the writer was an elementary school teacher within the same district. He taught fourth grade for two years and a combination fourth and fifth grades for one year. In his assignment as an elementary teacher, the writer developed and implemented a program called the Alternative Classroom Environment (ACE). This program was designed for students who, for behavioral reasons, were not succeeding in the regular classrooms. The program focused on decision-making skills and communication in the classroom. At the time of this practicum, the writer was participating with several city police departments in the early stages of developing a project to help adolescents who were heavily involved in cult

activities to break away from cult domination and regain control of their lives.

In addition, he has served on the district's drug prevention committee, and facilitated a group for students who had been suspended for use or possession of drugs. He is a member of the district's staff development committee and coordinator of drug awareness week, and assists in curriculum development and revision for the guidance department.

The writer has been active at the state level as well. He was 1989-90 president of the school counselors' association in his state. He has co-facilitated several improvements for counselors at the state level. These included successful efforts to upgrade qualifications for school counselors and to win approval in the state legislature of a law requiring the licensing of counselors. He is a member of the American Association for Counseling and Development, the American School Counselors' Association, the National Education Association and is a student affiliate of the American Psychological Association.

His educational background includes an undergraduate degree in elementary education with a minor in psychology and a master's degree in counseling. The writer has worked in the field of early- and

middle-childhood for approximately 10 years. Included in this experience were positions as program director for a preschool and manager of a group home for mentally handicapped adolescents.

Presently, the writer is a part-time faculty member for the state's largest community college system. In 1989 he was appointed by the state's governor to a three-year term on the Chapter II Block Grant Committee, the group that decides which projects will be funded with the federal aid for education appropriated to the state each year.

He was listed for his contributions to the field of counseling in the 1988/89 edition of Who's Who In Human Services Professionals. In October 1988, he became certified by the National Board for Certified Counselors and gained professional recognition as an NCC.

CHAPTER II

STUDY OF THE PROBLEM

Description of the Problem Situation

The problem identified for this practicum was that students attending junior high school in this district were hindered severely in choosing a future educational course, such as selecting the the most appropriate college or vocational training school, due to the lack of career guidance information and career services provided to them. This practicum demonstrates that adolescence is a critical developmental period for career awareness and exploration. There is a compelling need to overcome the lack of career services available to students attending this junior high school.

Career services were never specifically provided to the vast majority of students attending this junior high school. Aptitude assessment and career evaluation took place only for those students specified as disadvantaged or handicapped. For these students, an Individualized Vocational Education Plan (IVEP) was developed. This IVEP complied with state guidelines emanating from the Carl Perkins Vocational Education Act of 1984. This federal act contained several new provisions for

addressing the vocational needs of special populations in a comprehensive and systematic manner. The countinuum of services to be provided included communicating vocational program options to handicapped and disadvantaged students and their parents, conducting vocational assessments, counseling students about the most appropriate vocational program for them, adapting the vocational curriculum, delivery of instruction, equipment and facilities to meet their special learning needs, and facilitating the student's transition from school to work to an appropriate quality of life.

The district provided an excellect IVEP program (Appendix B) for the students who qualify, using Carl Perkins funds. But only 18 students at this school met the IVEP requirements in the 1988-89 school year. The remaining 1,043 students received little or no career education. Clearly, the majority of the school's population received no help from the school in the area of career guidance.

Junior high school students are entering adolescence and are moving toward increased self-direction and independence. Different approaches by counselors are needed in presenting career development concepts.

During the past 10 years, there has been a

multiplicity of efforts by professional associations and some states to establish guidelines and standards for the development and delivery of career guidance programs, according to Srebalus, Marinelli, and Messing (1982) As a result, I feel there has been significant progress in identifying desired outcomes to be achieved by students and clients participating in career guidance programs.

The literature supports the assertion that career guidance programs at the middle/junior high school must be designed as an integral part of the school curriculum. The programs must address the needs of these young people, allowing each opportunities to explore various educational and career interests and to express his/her developing self. Students need to relate continuously their educational choices and achievements to future consequences in terms of occupational and educational alternatives, their respective requirements and the lifestyles they represent.

Early adolescents are moving slowly from seeking and meeting the expectations adults have for them to that of seeking and meeting their own expectations through friendships and interactions within their peer group. Inquisitive and eager to explore, students require a learning environment that is participative and

action oriented. Educational achievement will be maximized to the extent that the school program acknowledges and responds to these traits.

School guidance and counseling programs have received little attention in the current movement to reform education. Yet recent research has shown that sound guidance for students can enhance greatly the learning that occurs both inside and outside the classroom.

Many students become discouraged under the current system, the College Board (1987) suggested in a recent report, noting, "Improved guidance and counseling in our schools can contribute significantly to reducing the considerable waste of human talent that now exists." p.12

Counselors often strongly influence a student's educational direction. Therefore, counselors must be prepared to help students expand their academic opportunities and make appropriate career choices.

All adolescents in some way must establish themselves as worthwhile and significant individuals. This has almost always been accomplished within the world of work. Individual status and recognition have been achieved by being a worker or wage earner. Although this traditional emphasis is being challenged

today, employment remains an important function for the present and near future. (Kowitz & Kowitz, 1971) As the student enters adolescence, he or she encounters the transition to the junior high or middle school, which forces the student to face much more complex situations. The student is often required to deal with a larger and less familiar peer group, several teachers and a more competitive reward system. Teachers often have less opportunity to get to know learners and are oriented frequently to custodial views of learning. Beane and Lipka (1986) In summary, the problem was that students attending this junior high school lacked sufficient career guidance information and services, not only to determine employment goals, but also to make post-secondary educational choices.

Documentation of the Problem

In order to document the problem, the writer solicited the cooperation of the faculty, students, parents and the community at large.

Documentation was obtained by the use of needs assessments and surveys. Faculty, parents and students were questioned in an attempt to analyze the needs of all three groups.

Surveys were collected as a part of the school's North Central evaluation. These surveys indicated not only a need but also a desire for increased career guidance activities.

Survey results showed 54% of the students wanted more opportunity to work on career development and goals, and 72% of the parents and businesses in the area wanted more information about what the school was doing to promote career guidance.

Based on the surveys and needs assessments, the writer developed priorities for actions that enabled him to establish a strong career services program for his practicum. The junior high school's student body, its faculty, parents of the students, and area businesses comprised the practicum population.

Analysis of the Causes

The school was built with a Career Center adjacent to the Guidance Department. It was the school board's intention to fully fund and staff the center, using money raised by the district through taxation. In fact, successful programs were operating at nine other junior high schools in the district. But just after construction was completed at the junior high school

involved in this practicum, the school board dropped the career guidance programs for all the junior high schools. The guidance programs were dismantled primarily because the district school board, facing a funding shortfall, opted to trim district programs rather than attempt to exceed the legal budget-increase limit through a special budget override election. This left the target junior high school with an ideal facility for a career center, but without funds to implement a career guidance program. Among the factors contributing to the abandonment of the programs were:

1. Directional change in district philosophy.
2. Termination of district funding.
3. Lack of community awareness of the program.
4. Political considerations involving a special election to exceed state-imposed budget limits.
5. Failure to document whether the program's goals were met.
6. Lack of leadership incentive to organize the program.
7. Lack of commitment by the previous head counselor.
8. Low priority ranking for program development at the new school. Career guidance counseling was not among the core curricula.

The proposed guidance center facility itself was turned into a teacher work and storage room after the

school board declined to fund the guidance program.

It is important to note that during the opening of the school, faculty members were asked to fill a variety of staff positions. The district's expectations were that the school would operate a full junior high curriculum with only half the staff authorized for other junior highs.

The other nine junior highs had no program for providing career services. The loss of the formalized program in these schools caused a perceived paralysis of the counseling staff and an underlying belief by the counselors that, if they did nothing, problems would develop of such severity that the superintendent would see the need to reinstate the programs.

This philosophy greatly harmed the district's youth because it led to junior high students beginning the tenth grade without a four-year plan, particularly one based on some career objective.

Relationship of the Problem to the Literature

Erickson (1968) stated that, "adolescence is differentiated from other age periods by its characteristic 'identity crisis.'"p.42 At this point in students' lives, they are often concerned with questions

like "Who am I?" or What will I do with my life?" and other self-concerns.

With this in mind consider that it is common practice in many schools for teachers or counselors to ask students to make tentative career choices and then to use those choices for educational planning and vocational exploration. This practice has continued even though students often have vague and limited perceptions of the world of work.

Harris and Wallin (1978) posed the question, "How can one choose what one does not know?"p.52 Their study investigated the impact that varying amounts of vocational information had on the educational levels attained by seventh-grade boys and girls. It was hypothesized that students receiving the most career information would consider a wider range of career alternatives. The results of this study support the idea that the career alternatives of boys and girls can be expanded by helping them become more aware of occupational requirements, duties, conditions of work and opportunities. As the seventh-grade students learned more about themselves and their environment, their choices were altered.

Rubinton (1985) stated, "Career guidance for children in middle and junior high schools should be a

joint effort of the schools, the community, and the family."p.251 This comprehensive approach to career education formed the basis for the project Career Exploration for Youth. The program contained four components and was developed with the understanding that the middle and junior high school years are crucial years for students to be involved in career education.

Career courses were presented to the students as the first of four program components. A career decision-making course for parents was included as the second component. The third component was a course for teachers and other classroom personnel to present basic knowledge, understanding and methods of teaching career education. Finally, the participants in the project were offered a recreation component to complement their career education courses.

An extensive evaluation of this program was undertaken. The Career Awareness Inventory was used to assess changes in vocational maturity and knowledge of careers. Scores increased for the majority of students, suggesting a general increase in vocational maturity and knowledge of careers.

Otte and Sharpe (1979) This study examined the effects of a career exploration program on self-esteem, achievement, motivation and occupational knowledge. It

was hypothesized that seventh graders exposed to one semester of career exploration involving actual work experience and group activities would score higher on measures of the four variables than would students not in the career exploration program. The results gave credence to this hypothesis. All comparisons resulted in statistically significant differences and showed the group exposed to career guidance made dramatic gains in ability to access job information. The results supported an optimistic general conclusion: Given an outstanding teacher and a well-designed, well-executed career exploration program, dramatic gains can be made in both cognitive and affective domain with junior high school students.

Katz (1973) stated that "the content of career guidance is defined as the opportunities for choice that society permits among educational and occupational options."p.89 Placing that idea in a broader context suggests that the content of career guidance includes not only choices among educational and occupational options but also those of lifestyle -- the degree to which work will be a central way of fulfillment for a particular individual and the way the person will cope with the possibility of free and informed choice in pursuing personal direction and planning.

An overriding goal in career guidance is the facilitation of free and informed choice in the individual. The assumption is that choice cannot be free unless it is informed. A further assumption is that the types of information available to an individual depend on how free the person is to consider different options or lifestyles.

Super (1980) has stated that "careers have been viewed variously as a sequence of positions occupied by a person during the course of a lifetime."p.283

Herr, Cramer (1984) discussed the need for early adolescents to acquire knowledge and skills important to exploration and planning of careers. The seventh, eighth and ninth grades are the first instances in a typical student's life of formal choice-points. Such decisions are reflected in expectations of choice among specific courses or high school curricula, or attendance at an area vocational or technical school.

Herr, (1984) states "Junior high/middle school is a transition period between childhood and adolescence as well as between general and specialized education."p.234 As such, its processes and goals reflect either solutions or a widening of what Coleman (1974) perceived as the gap between youth and adulthood or what Marland (1974) saw as the gap between education and

work.

To understand fully the paramount need for career guidance at the middle/junior high school level, one must review the theory of career development in the literature.

There are nine major theories of career development, each with many offspring. Briefly they are;

1. The train-and-factor theory evolved from early studies of individual differences and developed closely with the psychometric movement.

Super (1972) said the key characteristic of the train-and-factor theory is the assumption that individuals have unique patterns of ability, or traits, that can be measured objectively and then matched with the requirements of jobs.

2. Ginzberg, Ginsburg, Axelrad, and Herma (1951) were considered among the first to approach a theroy of occupational choice from a developmental standpoint. They suggest that occupational choice is a developmental process that generally covers a period from 6 to 10 years beginning at about the age of 11 and ending after age 17. The three periods of development are called fantasy, tentative and realistic.

3. Roe's (1972) needs-theory approach focused on early relations within the family and their subsequent

effects on career direction.

Roe (1972) emphasized that early childhood experiences were important factors in the satisfaction derived from one's chosen occupation. Roe classified occupations into two major categories: person-oriented and nonperson-oriented.

4. Super (1977) has made many contributions to the study of career behavior, including his formalization of developmental stages: growth, exploratory, establishment, maintenance and decline. Super considered self-concept as a vital force that establishes a career pattern one will follow throughout life. His conclusions suggested there is a relationship between career maturity and adolescent achievement of a significant degree of self-awareness, knowledge of occupations and planning ability. Super's theory on the career development process took a primarily multi-sided approach.

5. Holland (1964) considered career choice as an expression or extension of personality into the world of work followed by subsequent identification with specific occupational stereotypes. Holland considered modal personal orientation as the key to individual occupational choice.

Central to Holland's theory was the concept that

individuals choose careers to satisfy their developed preferred personal modal orientations. He developed six modal personal styles and six matching work environments: realistic, investigative, artistic, social, enterprising and conventional.

6. Tiedeman and O'Hara (1963) conceptualized career development as a process of differentiating continuously one's ego identity, processing developmental tasks, and resolving psychosocial crises. These on-going activities were perceived within a framework of time stages. According to Tiedeman, career decisions are reached through a systematic problem-solving pattern that includes these steps:

a) Exploration.
b) Crystaliztion.
c) Choice.
d) Clarification.
e) Induction.
f) Reaffirmation, and
g) Integration.

7. Gelztt (1962) had a decision-making model that illustrated the cyclical nature of decision-making and the sequence of the decision-making process. Value systems were regarded as a significant part of the decision-making process. Knowledge of the steps of a decision-making process as well as the flexibility required to weight alternatives were important counseling objectives offered by the decision-making

models.

8. Krumboltz, Mitchell, and Gelatt (1975) postulated that career selection is influenced significantly by life events. Four such factors are:

a) Genetic endowments and special abilities.
b) Environmental conditions and events.
c) Learning experiences, and
d) Task approach skill.

Decision-making was considered to be a continuous process extending throughout the life span.

9. Psychoanalytical approaches to career development have considered work as a method of satisfying impulses and providing outlets for sublimated wishes. Osipow (1973) noted that sociological or situational approaches to career development emphasize the interrelationship of psychological, economic and sociological determinants of occupational choice and development. The learning theory apporaches view career development primarily as a learning process. For example, skills and work roles are learned and are applied directly to the decision-making process.

Each of the main theories of career development placed a great deal of emphasis on early career awareness and exploration. In addition, several of the theorists identified adolescence as the most important time for career activities to be taking place.

Conflicts and other differences among the theories may be considered great or small. However, it is clear that each would be in strong support of the proposed practicum's objectives.

The consensus reached in the preceding articles, based on a number of measures, was that an increase in occupational and self knowledge is a commonly accepted outcome of career exploration programs. The assumption that knowledge of a variety of possible career alternatives increases the probability of an individual choosing a realistic and rewarding occupation was supported by each of the articles reviewed. Each of the studies was developed with the understanding that the middle/junior high school years (approximately 9 through 15 years old) are crucial years for students to be involved in career education. As early as 1960, Super and others described this age period as one in which students learn about their likes, dislikes, values and abilities and how these attributes are related to careers.

The literature base attesting to the importance of and need for career education is substantial. In addition, the literature supports the assertion that the career guidance function in education should be emphasized. It describes career guidance as a resource

that can assist greatly in solving school and work problems for both individuals and the nation as a whole. The literature review alone indicated a strong programmatic need for this practicum.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

There were two major goals associated with this practicum. The first was to establish a career center run with business and paraprofessional involvement. This involvement would include the revision and presentation of existing competency-based guidance units as well as the day-to-day operation of the center. The second goal was to increase commitment to career guidance within the counseling department. This would be accomplished by increased leadership and involvement in class presentations and individual and group counseling sessions that focused on expanded opportunities for career exploration.

Behavior Expectations

The practicum was accomplished within the 1989-90 academic year, starting in October and running through May. The writer believed the establishment of a career center and increased commitment within the counseling

department would be both possible and measurable. The following behavorial objectives were chosen for this practicum:

1. During a period of eight months, a career center would become an integral part of the Guidance Department as evidenced by scores on the Career Guidance Assessment.
2. During a period of eight months, the counseling staff, including business and paraprofessionals, would increase time spent on career guidance by 50%.
3. During a period of eight months, on-going evaluation and revision of career guidance activities would be implemented.

Standards of Performance

The following standards of performance were used to measure behavioral expectations:

1) The results of the pre- and post-Career Guidance Assessment were compared and the mean scores were expected to show a measured increase of two points or more. Internal comparisons of the assessment items were done numerically and are discussed in the result section (Chapter V) of this report. A table is used to illustrate changes that occurred.

2) Each counselor and paraprofessional maintained a

time-accountability log (Appendix C) that was completed and turned into the head counselor, increasing the awareness of time spent on career guidance activities. These logs were expected to demonstrate an increase of 50% from the time spent last year in career counseling.

3) On-going business/school evaluation of programs was conducted and revisions were implemented immediately.

Assessment Instruments

The following assessment instruments were used to measure the standards of performance:

1) The Career Guidance Assessment consisted of 29 items regarding the personal perceptions of business and faculty on career guidance. Responses to each question was based on a five-point scale. (Appendix D) This particular evaluation device was prepared by using selected items from a variety of assessment instruments, including the American School Counselors Association program assessments and North Central Association's self study assessments. While the writer was not in a position to declare the validity or reliability of this device, it appeared that face validity was quite high, and the adequacy of this assessment seemed reasonable.

2) The time-accountability log also became an important assessment tool. It helped determine whether the time of counselors and paraprofessionals was used appropriately and in accord with the goals of the head counselor.

3) On-going business/school evaluation of programs was conducted in a variety of ways and revisions were implemented immediately. The evaluation techniques were developed cooperatively with business representatives and had a management-by-objective orientation.

4) A log was kept to record unexpected events that occurred during the implementation of this practicum because it was anticipated these events would have an effect on the practicum outcome. These events included unexpected deviations from the original practicum plan as well as problems that arose in carrying out the plan. The contents of the log are discussed in Chapters IV and V of this report.

Analyzing Results

The results of this practicum were analyzed and presented as follows:

1) The results of the pre- and post-Career Guidance Assessment were compared and the raw scores indicated

the objectives were met. Internal comparisons of each item were made numerically and are discussed in Chapter V of the report. A table using a bar graph illustrates the changes that occurred.

2) The results of the time accountability logs were compared to the time logs utilized the previous year. This was used as a measure of commitment to career guidance.

As this practicum does not of necessity follow the controls of psychological experimentation, judgments concerning what did and did not happen are offered as well as a look to both replication and follow-up expansions of this body of work.

An illustration how behavioral expectations, standard of performance, assessment instruments and plans for analyzing results interact can be found on the folling page.

Comparison of Outcomes and Evaluation Instruments

Behavioral Expectations	Standards of Performance	Assessment Instruments	Result Analysis
1. The career guidance program will demonstrate an increase in commitment to the program.	1...Improvement in the career guidance program of 2 mean points or more.	1.Career Guidance Assessment.	1. Table
2.Each guidance staff member, including the paraprofessionals and business partners, will keep a time accountability log.	2...Increase commitment to career guidance and boost time spent on these activities by 50% from last year.	2.Time accountability logs.	2. Table
3.School and business will be involved in partnerships that provide career programs.	3...Increase business help within the school by obtaining 150 hours in career-related assistance.	3.Varied, open-ended and multi-session interviewing.	3. Table
4.Students will demonstrate an understanding of career education concepts.	4...Stated competency will be mastered by all students completing career units.	4.Competency assessments within units.	4. Table
5.Paraprofessionals will operate the career center, search data bases and do peer counseling daily.	5...The center will be open daily at scheduled times.	5.Time logs.	5. Table

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solution

The consensus reached in the literature review, based on a number of studies, was that career awareness and exploration is not only appropriate but essential to the adolescent.

The delivery of career guidance services had been addressed in a variety of ways. The main focus of this literature review was on counselor involvement.

Cited within the review are solutions others with similar problems have used. These solutions included forming school/business partnerships and using paraprofessionals and peers in delivering career center services.

In the writer's literature review, he found results of these approaches varied. However, all authors agreed that the junior high school years were critical developmental years for career information and exploration.

The review encompassed both psychological and philosophical approaches to learning. The areas of

psychology included self-esteem development, achievement, occupational knowledge, motivation and group and individual counseling. Areas of philosophy included statistics on career development and decision-making skills.

American School Counselors Association (ASCA) (1986) says a guidance and counseling program should provide for the direct involvement by a counselor in delivering a service to students, staff and community in order to facilitate achievement of certain goals. These goals are to assist persons in developing:

1) A better understanding and acceptance of themselves, their strengths and limitations, aptitudes, needs, values, interests and unique worth as individuals.

2) Interpersonal relationships on the basis of mutual respect.

3) Problem-solving and decision-making skills.

4) Responsibility for their educational, occupational and vocational development.

Within the school's education program, no single function is more critical than the guidance function of assisting individuals with their career planning. Guidance personnel (including teachers and counselors) should be equipped to help individuals set personal goals (both short- and long-term) and to identify instructional objectives for them so they can achieve in

the standard curriculum areas. In addition, guidance personnel should help students find less formal opportunities outside the school environment in order to expand their awareness of ways to attain their personal goals.

The word "career" in this practicum is not interpreted in its narrow sense by being limited to the educational and occupational choices of youth. Rather, its scope includes individualized planning for comprehensive "life" goals. The counseling and guidance personnel must provide planning assistance to help students set life or career goals in such areas as: (a) occupation, (b) education, (c) personal and social behavior, (d) learning how to learn, (e) social responsibility (e.g., citizenship development), and (f) leisure-time activities.

To design and implement such an approach using this type of career planning orientation, the school's program must meet at least the following guidance and counseling goals. It must:

1. Take the major responsibility in the total educational system for helping develop and protect the individuality of students.

2. Help each student to become an effective personal problem solver (e.g., a planner, a

decision-maker, a self-manager).

3. Be based on student needs and ultimately should seek to serve the career-related needs of all students, not just the needs of a selected group of students.

4. Intergrate planning objectives and procedures into the school's instructional process in all subject areas.

5. Include interventions in the instructional process through both a developmental phase to maximize the potential each student has to grow in all the life areas, and a prescriptive phase to help students resolve those problems that persist.

6. Evaluate both the expected and unanticipated effects of various instructional and counseling strategies for helping students meet their particular needs.

Description and Justification for Solution Selected

In the cases reviewed, several solutions have been implemented with varying results. The writer is proposing a combination of both grade-level career awareness guidance units and increased opportunites for career exploration.

American School Counselors Association (ASCA)

(1981) speaks of the importance for middle or junior high counselors to organize and implement a career guidance program for all students that includes an assessment of their career maturity and career-planning status, easy access to relevant career information and assistance with processing data for personal use in school- and work-related decision making.

The solutions to this school's career guidance problems proposed by this practicum were:

1) Establish an increased commitment to career guidance through the presentation of competency-based career guidance units in the classroom.

2) Reclaim the Career Center and implement the programs for which it was intended.

Intrinsic to these two courses of action were the involvement of the business community and parents, development of peer paraprofessionals, and individual and group counseling.

CAREER CENTER

The development of a career center tends to parallel the implementation of a myriad of career counseling and career education programs. Career centers are highly visible and attractive; in effect, they are designed to entice students to make use of career resources and programs.

A career center is defined as a collection of up-to-date print and nonprint career information that is disseminated through an active program that is part of the overall institutional effort to further career development among students.

Several advantages of a career center are worthy of consideration.

First and foremost is centralization, providing the opportunity to organize systematically all career materials into more efficient and workable units.

Secondly, students are more attracted to displayed materials that are accessible easily. Thus, a wider use of materials is usually assured and, in addition, attention is directed to programs offered by career centers.

Another consideration is the method of promoting coordination and acceptance of career-related programs among faculty, staff, administration, students and community.

A final consideration is developing innovations for the use of career materials, and outreach activities that are usually generated within the career centers and/or sponsored by them. A well-planned facility can become the focal point in planning new programs and devising innovative activities for career guidance and

career education.

Fredrickson (1982, chap.4,) said the rapid development of career resource centers during the past 10 years has been one of the most exciting things that has happend in the area of career information. There are three main components in an effective career resource center: a trained staff, career information, and a program to assure that the information is used. Each of these components is indispensable if the career information is to be of optimum value to clients, students, parents, teachers, adults in the community, and staff.

The variety, quantity and quality of available career information in the past few years has increased dramatically. Career-education programs in schools have sensitized the public to, and intensified the demand, for career centers and promoted the value of timely, accurate, and up-to-date career information. The concept and operation of a career center provides a place, as well as, serves as the focal point for an active program of information distribution. Career information is of little value on the shelf. The career information program is the vehicle for assuring that career information becomes a routine part of students' lives rather than something that is sought only on a

crisis, or demand basis. The concept of career center extends and reorganizes the typical guidance office, library corner, or counseling reception room so that the information contained there may become an important ingredient in making plans and decisions.

It is important in a school setting that the center be located in or near the guidance office where the information will be associated with decision making, career planning and counseling activities. When establishing a center, the best location is one that is the most accessible. The center needs an identity of its own. (Appendix E)

PEER/PARAPROFEESSIONALS

Counselors and guidance personnel across the nation are struggling with the dilemma of doing more with less. Counselors have been given wider responsibilities for dealing with students, particularly troubled students, but the funding for these programs has lagged. One strategy that has proven successful in many programs has been to incorporate the use of peers as paraprofessionals. Research has shown (Winston and Ender, in press) and (Salovey and D'Andrea, 1984) that 32.9% of all educational institutions surveyed were using paraprofessionals in a career program. This percentage, however, was seen at the undergraduate level

and is not representative of junior high or high school progams.

Several authors have espoused the effectiveness of student assistants in career center settings and other student affairs programs: Ash and Mendelbaum, 1982; Barrow and Hetherington, 1981; Brown, 1974; Delworth and Johnson 1984; Dye, 1975; Knierim, 1979; McKenzie, 1986; and Moss and Anthony, 1984.

Summarized below are the benefits most commonly cited in the literature for using students:

Benefits to the Center

Through the use of trained students, significantly more services and programs have been offered without substantially increasing costs in time or money. With minimal training (e.g. 3 to 5 hours), students were reported to be responsible for producing creative forms for publicity and advertisements, and for assisting their peers in operating computer programs.

Students were able to provide assistance and encouragement to their peers at all hours in many settings outside the center.

Additionally, students can bring renewed interest and enthusiasm to the program and center.

And, finally, the changing needs and preferences of the student body population can be represented through

input and feedback given by students peer/paraprofessionals.

Benefits to the Student Body

Through the use of peer helpers, head counselors and directors have capitalized on the impact that students have on one another. By allowing students to teach, advise and program for each other, the powerful influences of role modeling and peer pressure are used constructively. The use of student staff provides alternative choices of counselors, and some authors have purported that the peer/paraprofessional in the centers are, in some cases, more effective in performing certain roles and services than professional counselors. (Delworth, 1974; Ender & McFadden, 1980).

Benefits to the Peer/Paraprofessional

Through participation in a peer program within a career center, students are exposed to a variety of situations that were reported to have positive influences on their own personal growth and development. Students are held accountable for their work, and they

are asked to take responsibility for the growth of others.Finally, peers are given the opportunity to develop and use important skills that will have lifelong application.

Benefits to the Program Coordinator

With the assistance of the students, professionals are free to perform services and tasks that require higher levels of knowledge, skill and competency. The counselors were able to focus more attention on groups and individual counseling.

Garner, Martin, and Martin (1989) stated, "Paraprofessional or peer programs in guidance have emerged rapidly as a strategy and are gaining in popularity."p70

The programs using peers have been implemented in the schools in a variety of forms, such as peer tutors or guidance assistants. (Canning, 1983)

BUSINESS INVOLVEMENT

Naisbitt, Aburdene (1985) said "American business plays an extraordinary role in education today. Corporations have become the nation's leading education activists. The job of education is to prepare students for life, a large portion of which is work."p.165

Ouchi (1981) noted that in American business and industry workers tend to have "specialized career

paths."p.48

The corporation as education activist is visible across America. Business people are entering the neighborhood classroom in unprecendented numbers to teach, contribute equipment and offer role models for today's young people.

American corporations are engaging in unprecedented educational experiments offering proposals, such as contributing a computer to every classroom and guaranteeing a job for every high school graduate.

Business leaders say they realize that if their companies are to thrive, schools must thrive also. A city can be only as healthy as its schools.

The White House Office of Private Sector Initiatives has identified 10,000 corporations involved with more than 20,000 schools.

Adopt-A-School is a highly decentralized program and therein lies much of its success. Schools and companies work out unique relationships based on local needs and resources.

Systematically involving the use of community resources is considered by many the most beneficial approach in facilitating career development among junior high school students. Pinson (1980) and O'Connell (1985) extrapolated from various documents and

statements recommendations from business and industry about how they can be useful in career guidance.

Selected recommendations and priorities included:

1) Corporate volunteers.

2) Monitors.

3) Advisory committees.

4) Advisors for curriculum dvelopment.

5) Providers of facilities and services.

6) Grantors of awards and incentives.

7) Trainers.

8) Initiators of special projects.

Each of these areas includes many opportunities.

Hartman (1988) stated, "The time has come to create a new model for guidance and counseling. Districts must strive for the development and implementation of comprehensive and unified guidance programs. Attention to such issues as self-esteem, career awareness, and precollege counseling needs to begin in the very early years."p.32

He further challenges districts to compare the differences between school systems with comprehensive programs and those without, stating, "The facts will speak for themselves."p.32

In addition, he encouraged those involved in counseling programs to solicit the support and

involvement of local business and civic groups.

Schools belong to the community and the community expects its schools to prepare students to contribute to its economic well-being and quality of life. This requires a close working relationship between the school and its business and industry.

School-business partnerships were emerging in the early 1980s. As the partnership idea became better known, support came from other sources. The U.S. Chamber of Commerce provided leadership and promoted the partnership concept. Support from the federal government came from the U.S. Department of Education and the White House when, in October 1983, President Reagan launched the National Partnership in Education Program.

PROGRAM IMPLEMENTATION

In order for the school's program to meet the goals of this practicum, a series of activities were employed systematically. These included the identification of youth developmental needs as discerned from the literature, educators, parents and bulsnesses, and the translation of these expressed needs into objectives stipulating desired youth outcomes that are measurable. Instructional-counseling approaches, such as the ones used in this practicum, were developed to help students

achieve these objectives. All such approaches were evaluated and improved so that they would be of optimal assistance to students engaged in the career planning and development process.

The project time line for this practicum was the academic year 1989/90, an implementation date starting the first of October and running through May. This time line included the pre- and post-surveys and needs assessments of the faculty, students, parents and business.

The writer implemented the following schedule related to this practicum:

Calendar Plan

1. Newsletter sent home promoting program.....Sept. 10
2. Career clerk hired (Appendix F)....Sept. 15
3. Guidance Information System (GIS) on line and tested.....Oct. 2
4. Business Partner/Presentation.....Oct. 4-6
5. Opening of Career Center.....Oct. 9
6. Guidance unit 7th grade.....Oct.10-13
7. Peer training on GIS and other center services.....Oct.16-20
8. Several business presentations, Focus: Drug Free America.....Oct.23-27
9. Counselor presentation, Focus: Unlocking Your Potential....Oct. 30
10. Peer tutoring program.....Nov. 1-30
11. North Central Visitation Team members specifically reqested for career guidance.....Nov. 6-8
12. Business/student mentoring program.....Nov.-13-MAY
13. IVEP assessment in career center...Nov.14-16
14. Counselor presentation, Focus: Unlocking Your Potintial....Nov. 27
15. Guidance unit 8th grade.....Nov.25-30

16. Guidance unit 9th grade / CHOICES
    U.S. West bulsness partnership.....Dec. 4-8
17. Vocational education presentation
    9th grade.....Dec. 12
18. Counselor presentation,
    Focus: Unlocking Your Potential....Dec. 15
19. Vo-Tech school orientation 9th grade
    visitation.....Jan. 4
20. 9th grade revision of 4 year plan
    in the career center.....Jan.30-Feb.2
21. OP-SHOP district wide career
    and college night.....Feb.7
22. American Bar Association/Young Lawyers
23. Presentation (Career Center)...Mar.8, 14, 23
24. The Condors/Professional Soccer Team..Mar.15
25. Career-A-Month
    Lunch with the Doc(Career Center).....Mar.23
    Chat and Chew with the Media Man.....Apr.19
    Burgers with the Biologist.....May 19
26. Business Partners providing interview
    workshops "The Best You".Weds.in Apr.and May
27. Parent evaluation of program.....May 18
28. Student evaluation of program.....May 24
29. Staff evaluation of program.....May 31
30. Business evaluation of program.....June 1
31. Program planning for 1990-91.....June/July
32. Final report submmitted.....June 8

* On-going business involvment and new partnerships were encouraged throughout the year.

Permission was given by the school administration to conduct this program. Facilities, supplies, and materials were furnished jointly by the school district and community business partnerships. Program and business involvement was initiated during the year and was incorporated in the list of activities detailed above. Beyond this practicum, the specific services initiated will continue to evolve through on-going evaluation. The evaluation will be a cooperative

venture among the students, parents, faculty and business participants.

Report of Action Taken

Following the selection of a solution strategy, the writer worked with his department on changes needed. These changes included his expected improvement in the delivery of career services with regard to time allocation. This discussion took place in an open forum among the department members. At the conclusion of that meeting, time accountability logs were adopted by the department as a means of measuring time commitments.

The plan was set into motion with a weekly meeting attended by guidance department personnel. This included the secretary because she was involved in ongoing correspondence with the business partners.

The counseling department received approval from the administration to reinstate the Career Center programs. Upon approval, the counseling department sent out an introductory letter to all area businesses. This letter was meant not only as an introduction to the school, but to the Career Center as well. Parent volunteers were utilized in sending for college catalogs

and career information. At the same time, the district obtained funds to hire a Career Center clerk for ten hours per week. In addition, the school's principal was willing to use secondary assistance moneys to add another eleven hours, bringing the position to a twenty-one hour per week job. As of Novemer 1, 1989, the person had been hired and had began to work with established career specialists at the high school level.

First and foremost was the need to develop a tracking system for students. This was the initial task of the new career cadre, which included two student representatives, four community business representatives, the career clerk, and the three counselors. It was determined that the tracking system must measure and record student competencies (Appendix G) as well as track each student's career education/exploration during the period of enrollment. Also, a goal of continuing the tracking throughout high school was set to implement in the following year. The cadre developed and refined a student checklist (Appendix H) to provide this tracking.

The committee decided that the Career Center needed to increase its traffic of both students and staff. Promotional information was sent to each of the homerooms offering students free printouts on the

guidance information system for a career (Appendix I) or college (Appendix J) of their choice. Upon completion of a career exploration activity students received a coupon redeemable for a hamburger at a local restaurant. This required students to complete a plan (Appendix K) utilizing Career Center technology and resource material housed in the center. This completed plan would then be placed in their career file. Business commitment to these kinds of promotional techniques increased activity at the center both before and after school.

Students in the National Junior Honor Society adopted the center as its service project. Twenty-five of the seventy-five members then went on to be trained in accessing information on the Guidance Information System giving them the capability of providing other students with career or college information. These same students also became familar with other center resources and earnsd the right to be called paraprofessionals. Next, the paraprofessionals were charged with promoting center programs (Appendix L). As incentive, businesses donated products to be given to the paraprofessionals at the completion of ten contact hours in career services.

Concomitautly, the counselors were utilizing the center for ongoing group activities. This also helped to promote the Career Center. In addition, the

couselors presented career units in the classroom for the first time in the school's history. These presentations were a team effort as many included business partners from the community. Career sessions included a seventh grade unit (Appendix M) titled "All About You," a career unit used when the district provided career services. With the permission of the district's guidance director, this unit was revised by the school's career cadre. This committee met on a regular monthly basis but other meetings were held as needed. These meetings were used to update business partners of the ongoing career activities and to establish the following month's goals.

It is important to note that the promotional aspects of the center were endorsed strongly by the business partners.

The eighth grade unit, "Decisions," (Appendix N) also was revised and presented in the classroom by counselors and business partners. Strong ties were developed in this unit to the Career Center resources. Eighth grade students could not complete this unit without a scheduled visit to the center.

The ninth grade career unit was completely developed by the school's strongest business partner, U.S. West Communications. It delivered the "Choices"

program to ninth grade students in the classroom setting. The company proved to be a valuable partner as 12 employees of U.S. West invested 157+ hours presenting career information in the classrooms. This amounts to a coroporate investment of more than $3,400.

The Choices program focused on topics such as: Decisions have Consequences, Time Management, Money Management, Strategies for an Uncertain World, Increasing Your Options, and Factors Affecting Who I Am. This program received extremely high marks on its program evaluation. Student comments included: "I have thought a lot about dropping out, but since you came and talked about how important school is, I have changed my mind. Thank you." "(Choices) helped me learn more about who I am. It made me better prepared for future decisions." "It made me think more about myself and where I'm going in life and made me want to improve."

This program received such high marks from students that this writer submitted the program for state recognition as Business Program of the Year given by the state's counselors association. This award is given to programs providing significant impact on the state's students. It was a unanimous vote by the governing board to recognize U.S. West Choices Program of the Year at the state's annual school counseling conference.

Each of the grades received three to four days of career education/exploration in their social studies classes. The eighth grade also received a monthly program titled "Unlocking Your Potential." This program was presented by the counselors on a rotating basis. Its focus was on: Potential vs. Effectiveness, Awareness and Conditioning, How You Think, Attitudes and Self Image, Visualization, Self-Esteem, Self-Motivation, Goal Setting, and Developing a Plan of Action.

The classroom career units, business partnerships, paraprofessional involvement, and counselor interaction served to accelerate the use of the Career Center and made the project successful, as seen in the following report:

CAREER CENTER REPORT
YEAR 1989/90

757 Individual students requested career information, such as college catalogs, Guidance Information System printouts, and the like.

1,127 Students attended class presentations concerning career development. The 9th graders' presentation was called "Choices;" 8th graders heard "Decisions," and 7th graders heard "All About You."

1,198 Students were reached by Career Center special events.

3 Counselors used the Career Center to promote career exploration among students.

5 Business partners conducted sessions in the Career Center to help students define career

goals.

17 Teachers utilized the Career Center, using video tapes, outside speakers and other informational sources to advance career planning by students.

137 Parents were contacted during surveys or asked to volunteer their services to the Career Center.

52 Career guidance speakers were brought into the Career Center or into individual classrooms.

1,103 Students attended career presentations by guest speakers.

687 Career interest surveys (IDEAS) were completed by students.

357 Students were given aptitude, vocational interest and other career-oriented tests.

53 Business or industry representatives were contacted to provide various forms of assistance to the Career Center.

120 Ninth grade students from the practicum population attended a district-wide event at which students and their parents could talk to representatives of various colleges and universities in a program called OP-SHOP.

152 Eighth grade students were told by an in-state university representative how to build a four-year high school plan that would enable them to get into college.

53 Students applied for temporary jobs through a city-run youth placement service.

24 Students were placed in a business or profession where they could observe work being carried out.

7 Special education students were given short-term, hands-on training at local businesses.

315 Students toured the local vocational technical school.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

The first objective of this practicum was to increase career education/exploration as measured by the Career Guidance Assessment.

This questionnaire was administered as a pre- and post-evaluation and appears in Appendix D. Figure 1 presents these data.

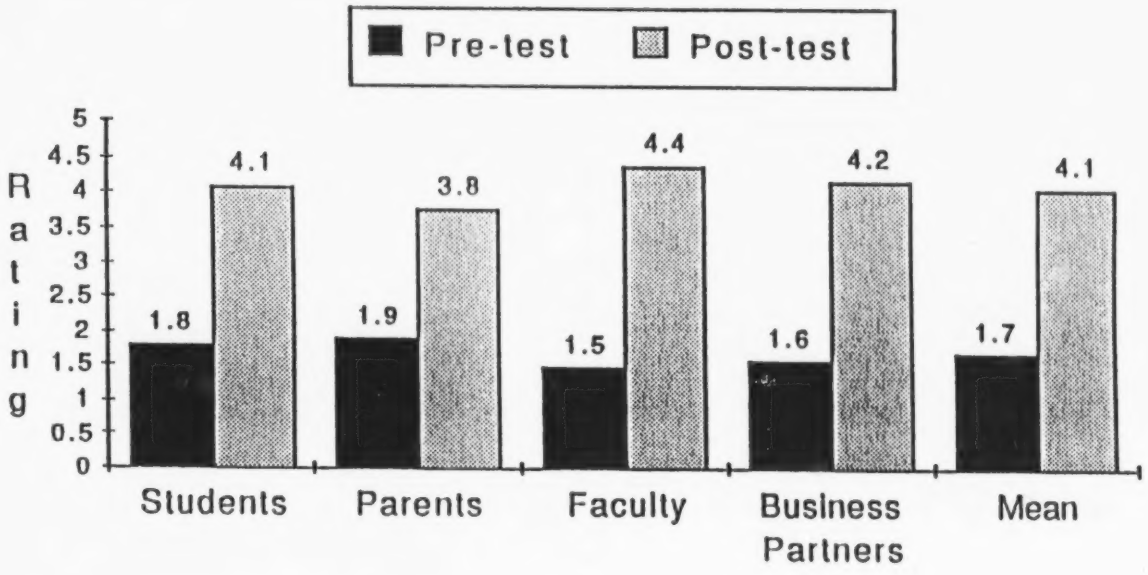

Figure 1 Program Evaluation

The specific objective of increasing career education/exploration by a grand mean of 2 points, as measured by the Career Guidance Assessment, was achieved. A mean increase of 2 points was proposed by the writer because this was considered to be a significant change in the direction of services provided. The measured population included students, parents, faculty and the business partners. This population had a grand mean on the pre-evaluation of 1.7 and a grand mean of 4.1 on the post-evaluation. This is an increase of 2.4, nearly a half point in excess of the stated objective. Table 2 summarizes the results of the assessment device for the different populations, including the amount of increase gained.

Table 1 Career Guidance Program Evaluation Results

	Student Pre/Post	Parent Pre/Post	Faculty Pre/Post	Business Pre/Post
R 1)	53/4	14/5	29/0	27/1
A 2)	72/5	23/7	10/2	17/1
T 3)	23/14	27/14	4/6	3/7
I 4)	2/74	8/31	2/9	3/17
N 5)	0/53	3/18	0/28	0/24
G				
N=	150	75	45	50
Mean:	1.8/4.1	1.9/3.8	1.5/4.4	1.7/4.2
Difference:	2.3	1.9	2.9	2.5

It is interesting to note the order of assessment. The school's faculty had the largest change in its assessment of career guidance activities. It jumped from a pre-evaluation of 1.5 to a post-evaluation of 4.4, a difference of 2.9. This is significant as it relates to the school's accreditation. This program received much attention by the visitation team as a positive program within the school and one that needed further commitment at the district level. In the team's exiting report, it charged the district with the need to both fund and staff the program fully. "The district needs to make the same commitment to the program that the business community has been asked to make," the team stated in its report.

The second largest increase in pre- and post-evaluation was seen with the school's business partners. Business had a pre-evaluation score of 1.7 to a post-evaluation of 4.2, a difference of 2.5. This increase may best be explained by the increased involvement of business representatives in the career programs. The business partners provided some funding, volunteer personnel and some products that were used to promote the program.

The third largest perceived improvement was measured by the actual recipients of this increased

emphasis on career education. Students had a pre-evaluation score of 1.8 and a post-evaluation score of 4.4, a difference of 2.3. As the recipients of the increased services, the writer's expectations with regard to these data were that the students would have been the highest of the four groups. However, student involvement in the program was at a personal level and, therefore, services received were individual specific. The data indicates that while all students were exposed to the program, some pursued career information more aggressively than others.

And lastly, parents showed a 1.9 increase from the pre-evaluation score of 1.9 to a post-evaluation score of 3.8. These data showed a strong need for increased dialogue with parents about the career guidance program.

The second objective of this practicum was to increase counselor involvement in career education/exploration as measured by the Counselor Time Accountability Logs. These logs were kept throughout the year. A sample appears in Appendix C. See Figure 2 for a full presentation of these data.

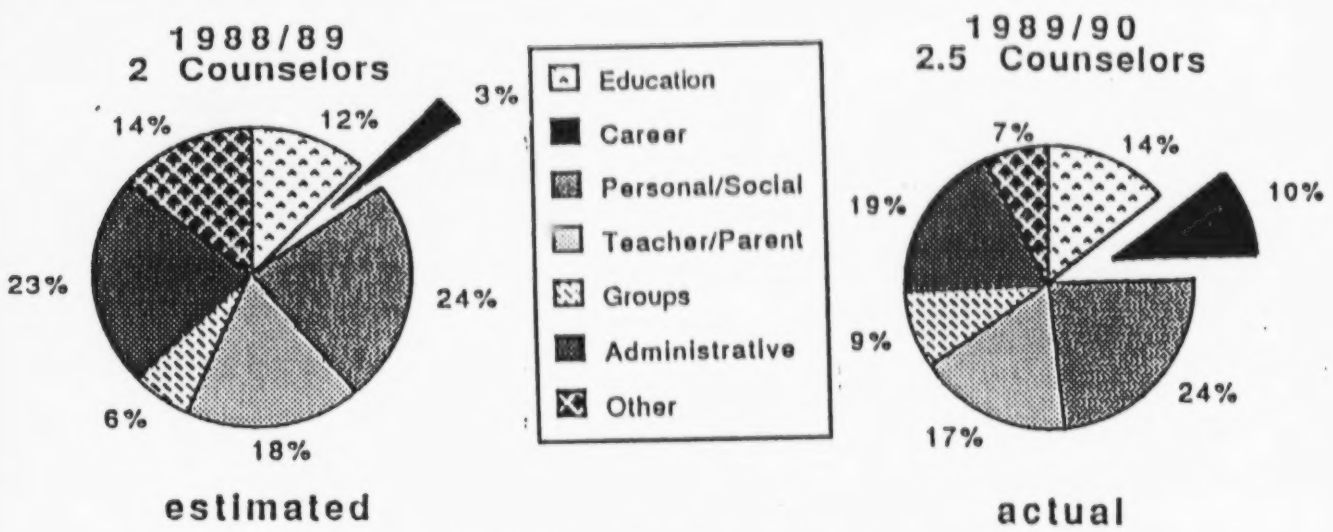

Figure 2 Counselor Time Accountability

The specific objective to increase by 50% the time spent on career education by counselors as measured by the Time Accountability Logs was exceeded dramatically. Counselors increased their time spent on career guidance by 233% from the previous year. This shows an increase from 3% to 10% of the counselors' time commitment. An increase of 50% was proposed arbitrarily by the writer. In 1988/89, appointment records indicated colunselors spent 3% of their time in career education/exploration, the lowest percentage of time allotted to any specific activity. It is, however, extremely important to note that prior to the writer's appointment as head counselor, counselor time accountability was not a priority and, although records were available, the percentages of time spent in various duties were estimated. The accountability log was implemented as a

measurement by the writer. This proved to be a valuable tool in evaluating the entire counseling program. Table 3 summarizes the results of the Time Accountability Logs.

Table 2 Time Accountability Results

	Rank Pre/Post	1988/89	1989/90	Difference
1) Education	5/4	12%	14%	+2%
2) Career	7/5	3%	10%	+7%
3) Personal/Social	1/1	24%	24%	0
4) Teacher/Parent	3/3	18%	17%	-1%
5) Groups	6/6	6%	9%	+3%
6) Administrative	2/2	23%	19%	-4%
7) Other	4/7	14%	7%	-7%

Presentages were compared in an attempt to identify patterns that accounted for an increase in time spent in career exploration. The results showed that the largest changes in allocated time were in the areas of career education, up 7% from the previous year, the category "other," down 7%, and the administrative category, down 4%.

The writer interprets this information in its most liberal sense to show a strong correlation between competency based programs and counselor time controls. Programs that fail to measure results will continue to expend time in areas, such as clerical, that are not

related directly to guidance services. The 1989/90 school year budget showed an increase in moneys spent on clerical and support staff as the counselors' time in those areas declined. It is also important to note the school went from a part-time administrative assistant in the 1988/89 school year to a full-time assistant principal for the 1989/90 school year. This may account for a portion of the decrease in administrative duties performed by the counselors.

Additional categories that showed significant growth were groups, with a gain of 3%, and education, up 2%. Both of these categories were identified on the writer's departmental growth plan.

Conclusions

The Career Education/Exploration Program at this junior high school indicated remarkable improvement from the previous year. As shown in Figures 1 and 2, results of this practicum indicate that the program was enhanced by an increased commitment by all involved. The most positive results were seen by students identified as the paraprofessionals. Their involvement in the delivery of services was a strong contributing factor to the success of the Career Center's impact. As a result, these

students showed a high level of pride in the program.

Due to the depth of solution strategies implemented, there were other positive results that occurred beyond the objectives of this practicum. The relationship and communication between the business community and the school improved markedly as both worked together to provide critical services. Teachers became more involved in providing career information and began to tap into the plethora of career information collected and housed in the Career Center. Not only did teachers utilize the career information available, they began to tailor the information to their particular areas of expertise for their students. These improvements were noticed by several of the participants and were reported in discussions with the administration. The school climate improved from the previous year. This was also noted in the school's accreditation action plan.

The writer believes the enhancement of the Career Education/Exploration Program from this practicum will have a longlasting effect on all involved.

In conclusion, it appears from all indications that this practicum was successful in its attempt to bolster guidance counseling for the students. The writer will continue to promote the program beyond the realm of this

practicum as it has generated a great deal of enthusiasm from within the school and among educational administrators at both the district and state levels.

The state in which this practicum took place is developing a model for competency based, career guidance programs for students. This practicum will be used as an example of a program that obtains measurable results. In addition, the writer has been asked to serve on the state steering committee that will provide guidelines for counseling programs in schools. Because of that involvement, the writer will continue to work closely with competency based career guidance programs, particularly the one around which this practicum was based in his own school.

Throughout the implementation phase of this practicum, the writer kept a journal in which he recorded the events that took place, especially the unanticipated events, and the decisions regarding practicum changes. These events and decisions have been incorporated into chapters IV and V as part of the flow of events. The use of this journal to record events and decisions as they happened was a valuable tool. This technique is recommended highly for all who work with practicums and other forms of research.

Recommendations

It is with career counseling in particular that one can have a consequential impact on a student's lifelong development. The concept that career guidance is solely the work of school counselors needs to be broadened to include support from faculty, parents, and various segments of the community, like persons from the professions, labor, and industry. Emphasis also needs to be placed on career guidance across the curriculum.

In delivering career guidance services, specialists and general counselors need to keep the following in mind:

1. Career guidance must be considered an important segment of a school's counseling program.
2. Career guidance should be for all students.
3. Career development is a lifelong process; therefore, any school program should be developmental, K-12.
4. A successful program calls for the establishment of strong ties with the outside community in order to take advantage of the myriad of valuable resources available.

5. Counselors must help their counselee understand the worth of both paid and unpaid work. Career internships and brief shadowing (experiences) are two examples of worthwhile unpaid activities.
6. Computer technology has enabled career guidance programs to be more efficient and effective by reaching pertinent data bases, among other things. Counselors need to rise to the occasion and expand their knowledge and participation in this technology.
7. In order to fuse career education with classroom subjects, counselors must convince teachers that career education can enhance rather than a detract from their teaching.
8. The program must have a implementation period of more than one year. (This project was done in one year primarily to accommodate the practicum.) A three-year commitment to the program is strongly recommended by this writer to allow time to identify and implement necessary refinements.

Dissemination

The results of this practicum have been and will be used in many ways. The writer continues his commitment to career education and exploration, which have been enhanced by the experience of this practicum. A copy of the practicum report will be sent to the director of guidance of the writer's school district to be included in the district's professional library. The State Department of Education will receive a copy, as requested, for inclusion in a program evaluation project focusing on competency-based counseling programs. A copy of this practicum report will remain on file at Nova University in Fort Lauderdale and will be indexed and available to all Nova doctoral candidates. The writer has been asked to present results at a Fall conference for school counselors in his home state. And as a direct result of this practicum he has been contracted to teach a course at a state university on current trends in school counseling. In addition, the writer has been asked by the State Department of Education to serve on a steering committee with Dr. C.D. Johnson to develop a statewide, competency based guidance program.

Finally, the writer will submit a synopsis of this practicum report to appropriate journals for publication.

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APPENDIX A

HEAD COUNSELOR PERFOMANCE RESPONSIBILITIES

TITLE: HEAD COUNSELOR

PERFORMANCE RESPONSIBILITIES

1. Assumes the leadership role in the counseling department.
2. Assumes those administrative responsibilities assigned by the principal in connection with the department.
3. Consults with principal on all personnel matters within the department.
4. Coordinates the work of various counselors in the department.
5. Calls, organizes, and plans meetings of department.
6. Develops short- and long-range goals for department.
7. Sets a positive climate within the department.
8. Acts as liaison between department and administration.
9. Assists in interpretation of school and department policies.
10. Assumes responsibility for efficient operation of a guidance resource center.
11. Assists with student personnel problems.
12. Assists in the induction and training of new teachers and counselors.
13. Assists teachers in use of visual aids, selection of textbooks, guidance materials, and curriculum.
14. Co-ordinates team member efforts (i.e. psychologist, Indian counselor, speech therapist, special education teachers, etc.)
15. Assists principal in department members' evaluations.
16. Co-ordinates program with other schools and departments.
17. Assigns student counselors and supervises internship program.

18. Prepares departmental reports.

19. Assists in professional growth of department members.

20. Directs preparation of departmental budget.

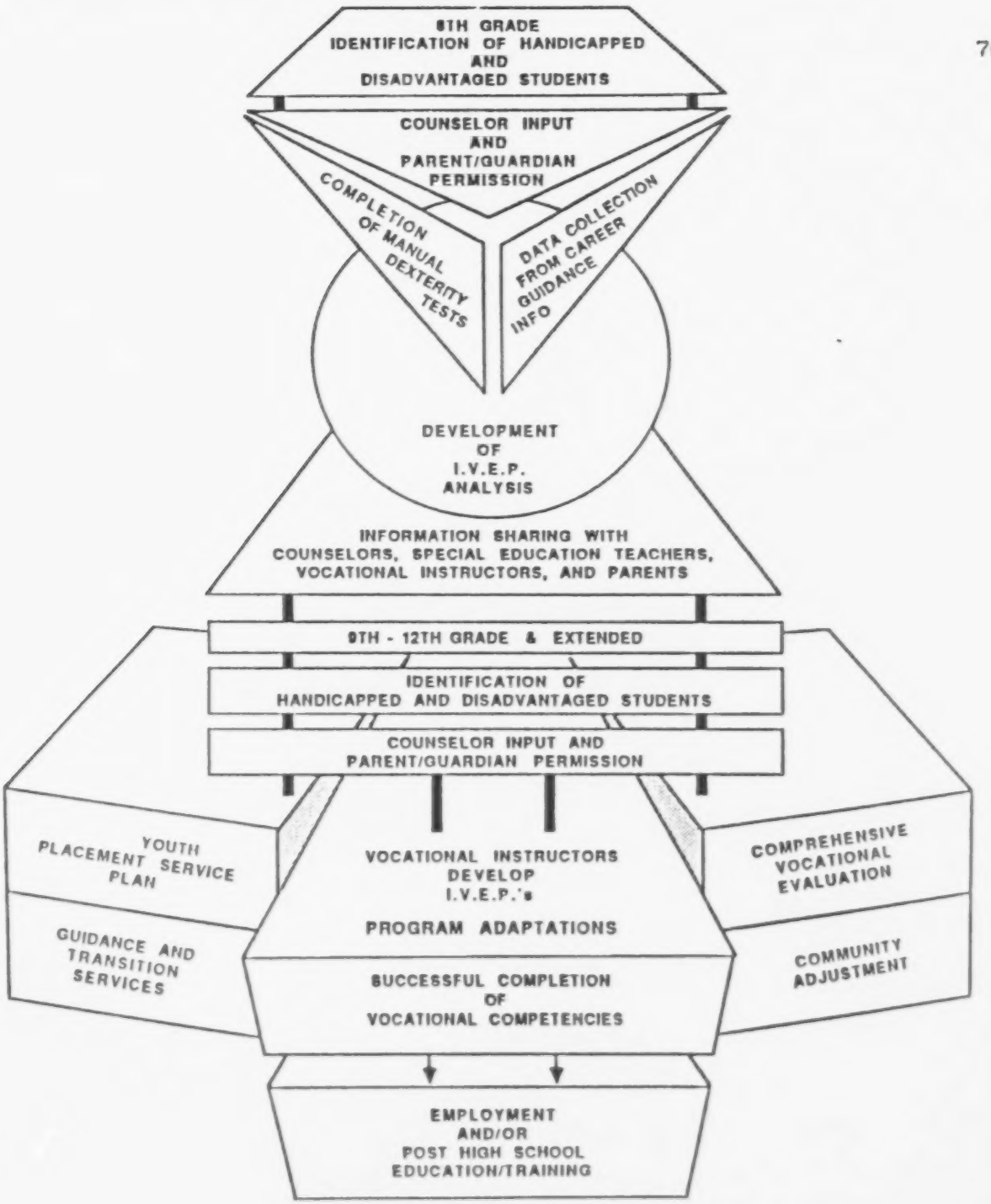
21. Conducts departmental inventory and requisitions materials.

22. Evaluates department program and recommends changes for improvement.

23. Performs other duties as mutually agreed upon by the school principal/administrator and the head counselor.

APPENDIX B

IVEP MODEL


8TH GRADE
IDENTIFICATION OF HANDICAPPED
AND
DISADVANTAGED STUDENTS
COUNSELOR INPUT
AND
PARENT/GUARDIAN
PERMISSION
COMPLETION
OF MANUAL
DEXTERITY
TESTS
DATA COLLECTION
FROM CAREER
GUIDANCE
INFO
DEVELOPMENT
OF
I.V.E.P.
ANALYSIS
INFORMATION SHARING WITH
COUNSELORS, SPECIAL EDUCATION TEACHERS,
VOCATIONAL INSTRUCTORS, AND PARENTS
9TH - 12TH GRADE & EXTENDED
IDENTIFICATION OF
HANDICAPPED AND DISADVANTAGED STUDENTS
COUNSELOR INPUT AND
PARENT/GUARDIAN PERMISSION
YOUTH
PLACEMENT SERVICE
PLAN
GUIDANCE AND
TRANSITION
SERVICES
VOCATIONAL INSTRUCTORS
DEVELOP
I.V.E.P.'s
PROGRAM ADAPTATIONS
SUCCESSFUL COMPLETION
OF
VOCATIONAL COMPETENCIES
COMPREHENSIVE
VOCATIONAL
EVALUATION
COMMUNITY
ADJUSTMENT
EMPLOYMENT
AND/OR
POST HIGH SCHOOL
EDUCATION/TRAINING

APPENDIX C

COUNSELOR TIME ACCOUNTABILITY LOG

SUMMARY REPORT

SOURCE OF CONTACT

Conference Description	A Walk-In	B Referrals	C Other	Totals
1 Educational				
2 Career				
3 Personal/ Social				
4 Teacher/ Parent				
5 Groups				
6 Admin- istrative				
7 Other				
Totals				

COMMENTS:

FIND SHELTER
UNDER THE
GUIDANCE UMBRELLA

COUNSELOR_____ WEEKLY LOG WE

TIME	Monday	Tuesday	Wednesday	
8-9				
9-10				
10-11				
11-12				
12-1				
1-2				
2-3				
3-4				
4-unt				
	88			

EK BEGINNING_____

Thursday	Friday	NOTES

APPENDIX D

CAREER GUIDANCE PROGRAM EVALUATION

CAREER GUIDANCE PROGRAM EVALUATION

BASIC PRINCIPLE:

Couselors should provide information about the world of work to help students develop:

* An awareness and appreciation of work
* A motivation to work for self-fulfillment
* A knowledge of the range of career opportunities available upon completion of various educational and vocational training programs
* Positive work habits.

Rating=
5 Strongly Agree
4 Agree
3 Neutral
2 Disagree
1 Strongly Disagree

QUESTIONS:

1. Does your school have a program that integrates career education into the curriculum at each grade level and in each subject area?
   5 4 3 2 1

2. Is there a school steering committee for your career education program that is representative of various interest groups within and outside the school?
   5 4 3 2 1

3. Is there total commitment to your career education program by all persons and groups concerned?
   5 4 3 2 1

4. Are the goals of your career education program clearly defined in writing?
   5 4 3 2 1

5. Do you know the curriculum well enough to be able to relate it to career topics/areas?

5 4 3 2 1

6. Does the program assist teachers/counselors in relating subject matter to career information?

5 4 3 2 1

7. If your school system does not have a comprehensive career education program, is there a long-range plan for developing one?

5 4 3 2 1

8. If there is a plan, does it include a calendar for implementation, an organizational chart with specific assignments of responsibilities, and an in-service training program?

5 4 3 2 1

9. Does the program assist students with:

a. career planning?

5 4 3 2 1

b. career placement?

5 4 3 2 1

10. Does the program encourage and help students to establish objectives for achieving realistic educatinal and career goals?

5 4 3 2 1

11. Does the program help students relate their abilities, aptitudes, and interests to current and future educational and occupational choices?

5 4 3 2 1

12. Does the program regularly use and established battery of tests and intventories to help students discover possible career options?

5 4 3 2 1

13. Does the program provide students with information about employment centers and procedures for obtaining employment after high school?

5 4 3 2 1

14. Does the program conduct group sessions for career planning with students?
5 4 3 2 1

15. Does the program conduct group sessions for career planning with parents?
5 4 3 2 1

16. Do the counselors meet personally with students to discuss career options?
5 4 3 2 1

17. Do the counselors meet personally with parents to discuss career options for their children?
5 4 3 2 1

18. Does the program provide resources that enable parents to work more effectively with their children?
5 4 3 2 1

19. Does the program plan or coordinate Career Days/Programs in your school
5 4 3 2 1

20. Does the program help plan or coordinate student visits to businesses and industries?
5 4 3 2 1

21. Does the program have up-to-date career information and distribute it to students?
5 4 3 2 1

22. Do the counselors attend workshops or conferences on career counseling?
5 4 3 2 1

23. Does the protgram conduct research or keep abreast of local and national occupational trends?
5 4 3 2 1

24. Does the program schedule prospective employers to come to school to interview students?
5 4 3 2 1

25. Does the program maintain contacts and confer with prospective employers in your community?
5 4 3 2 1

26. Does the program furnish complete academic transcrpits and personal evaluations of students to prospective employers when requested by students or parents?

5 4 3 2 1

27. Do the counselors discuss with students and parents possible information that may be used in evaluations you write to prospective employers?

5 4 3 2 1

28. Do the counselors understand legal requirements regarding confidentiality when submitting information to prospective employers?

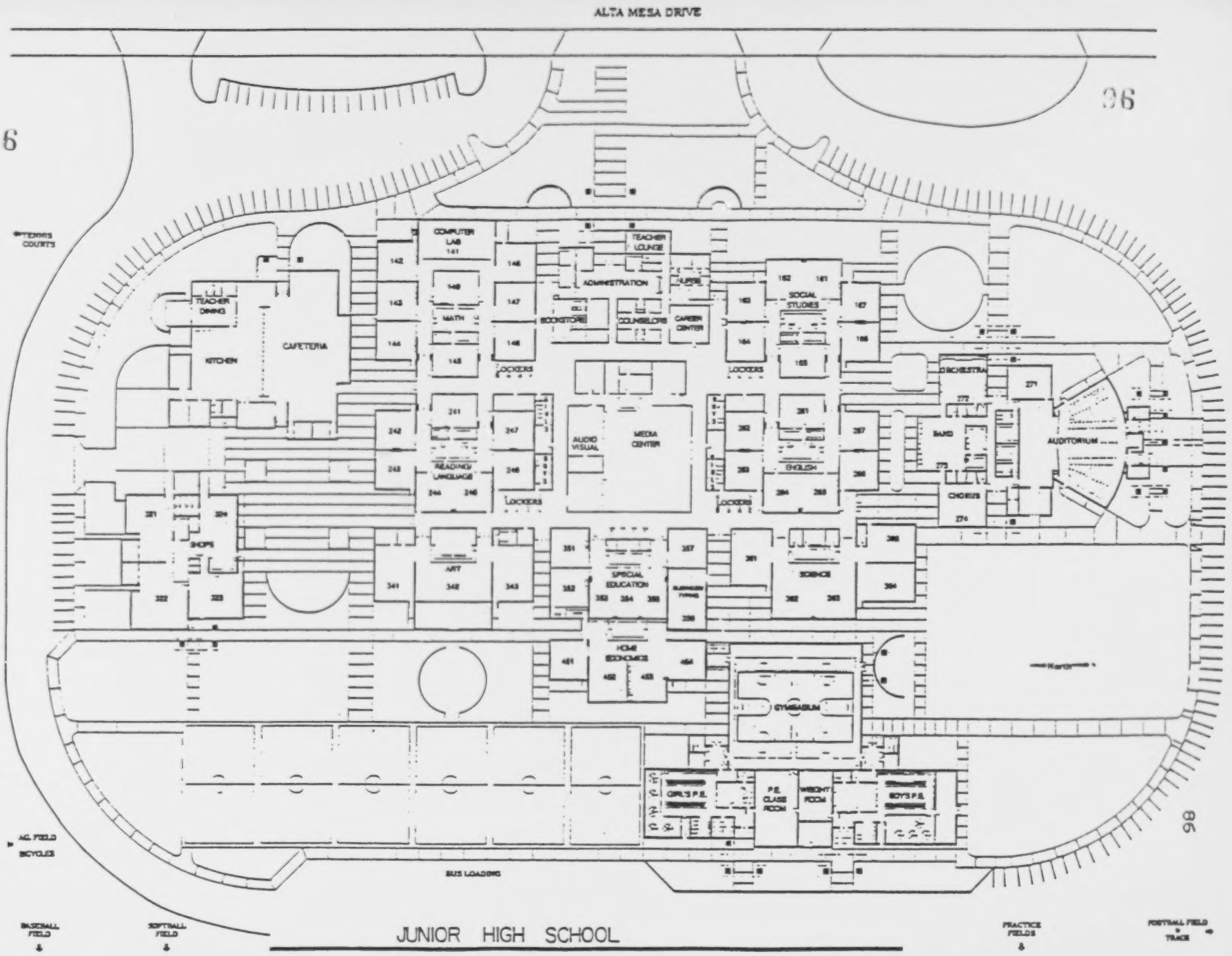
5 4 3 2 1

29. Are the schools students given the opportunity for good career development guidance and counseling?

5 4 3 2 1

APPENDIX E

CENTER LOCATION


ALTA MESA DRIVE
46
36
96
TENNIS COURTS
COMPUTER LAB
TEACHER LOUNGE
ADMINISTRATION
NURSE
BOOKSTORE
COUNSELORS
CAREER CENTER
SOCIAL STUDIES
TEACHER DINING
KITCHEN
CAFETERIA
MATH
LOCKERS
ORCHESTRA
BAND
AUDITORIUM
AUDIO VISUAL
MEDIA CENTER
READING/ LANGUAGE
ENGLISH
CHORUS
SHOPS
ART
SPECIAL EDUCATION
SCIENCE
HOME ECONOMICS
GYMNASIUM
GIRLS P.E.
P.E. CLASS ROOM
WEIGHT ROOM
BOYS P.E.
AG. FIELD
BICYCLES
BUS LOADING
BASEBALL FIELD
SOFTBALL FIELD
PRACTICE FIELDS
FOOTBALL FIELD & TRACK
JUNIOR HIGH SCHOOL

APPENDIX F

CAREER CLERK JOB DESCRIPTION

MEMORANDUM

TO:Junior High School Head Counselors

SUBJECT:Special Education/Career Clerks

DATE:June 17, 1989

As a result of the budget reduction of the special education clerks and career specialists, I am notifying you that you have $4,500 allocated to your school under Account No....This number assigned for this purpose was given to me by Financial Services and that amount of money has been allocated to you under that account number.

The following duties have been approved by the Superintendency. You will note that the job description is a combination of the former special education clerk and career specialist position. (The classified employees personnel director) has recommended that we not refer to this position as career sepcialists but career clerks.

Special Education Clerk

Assist special education students in the process of registration.
Assist special education students in the schedule change process.
Monitor and keep track of progress of new referrals and keep folders current.
Prepare student folders as required; monitor needs for re-evaluation.
Arrange staffings for psychologist and teachers and/or parents.

Career Clerk

Run computerized Guidance Information System for students and teachers.
Provide, upon request, career related information and materials for students and teachers.
Inform department chairperson of materials and other resources available in the Career Center

that might be of interest to teachers and classes.
Schedule career speakers for the Career Center and teachers.
Arrange Career Awareness Seminars as needed.
Team with counselors to complete four-year plan sheet for students.
Assist with the teaching of Career Education Units as needed.
Assist with clerical tasks involved with the vocational assessment of handicapped and disadvantaged students, including career guidance activities - IVEP.

APPENDIX G

STUDENT COMETENCIES FOR CAREER DEVELOPMENT

The following are grade-level objectives, competencies that students were expected to have mastered.

STUDENT COMPETENCIES FOR CAREER DEVELOPMENT

Each student must demonstrate:

Seventh Grade

I. An understanding of the influence a positive self concept has on career development.

II. Skills for locating, using, and understanding career information.

Eighth Grade

III. Skills in making decisions and choosing alternatives in planning for and pursuing preliminary educational and career goals.

IV. An understanding of the importance of educational achievement in being able to exploit career opportunities.

Ninth Grade

V. A knowledge of the skills necessary to obtain and maintain a job.

VI. An understanding of the process of career exploration and planning.

COMPETENCIES AND INDICATORS

COMPETENCY I: Each seventh grade student was able to:

1. Assess personal likes and dislikes.

2. Assess individual attributes required for

successfully fulfilling different roles.

COMPETENCY II: Each seventh grade student was able to:

1. Identify various methods by which occupations can be classified.
2. Identify a number of jobs within an occupational classification.
3. Demonstrate skills in using available school and community resources to learn about careers.
4. Relate personal attitudes, beliefs, interests and abilities to career profiles.

COMPETENCY III: Each eighth grade student was able to:

1. Identify advantages and disadvantages of different types of secondary and post-secondary educational and training programs.
2. Demonstrate a knowledge of the requirements for entering secondary and post-secondary educational and training programs.
3. Describe the steps in the decision-making process.
4. Describe career development as a continuous process with a sequential series of choices.
5. Select school courses that reflected educational and career interests.

COMPETENCY IV: Each eighth grade student was able to:

1. Identify basic skills needed in various career interest areas.
2. Implement a plan of action for increasing proficiency in educational skills.
3. Assess the skills needed to cope with changing occupational requirements.

4. Describe how learning on a continuing basis enhances one's ability to achieve personal and career goals.

COMPETENCY V: Each ninth grade student was able to:

1. Interpret terms and concepts used in describing employment opportunities and conditions.

2. Identify the demand for workers in various careers.

3. Complete a job application form satisfactorily.

4. Demonstrate knowledge of the training provided by the various courses that teach salable skills.

5. Identify sources of employment in the local community.

COMPETENCY VI: Each ninth grade student was able to:

1. Describe the meaning of career planning and name the resources that were available in the career center.

2. Complete an individual educational and career plan for junior high, high school, and post-secondary educational training.

3. Demonstrate knowledge of vocational exploratory and introductory programs.

4. Acquire information about academic and vocational programs offered at the high school level.

5. Identify tentative life and career goals.

APPENDIX H

STUDENT CHECKLIST FOR EDUCATIONAL PLANNING

STUDENT CHECKLIST FOR EDUCATIONAL PLANNING

STUDENT NAME_____ DATE 95_____

This sheet is intended to help you do the necessary and desirable things that will make your school experiences more enjoyable and successful. It lists things that are either necessary or very desirable for you to do.

The check-off list can serve you as both a reminder and a record.

7th GRADE:

_____Complete All About You unit.

_____Find your counselor and get acquainted.

_____Find the Career Resource Center and get to know the kinds of information and help you can receive there.

_____Make sure you have your very own Educational Planning Folder that is kept in the Career Resource Center.

_____Keep a record of your Activities, Awards and Work Experiences on the card provided in your Educational Planning Folder.

_____Check on requirements for 8th grade graduation.

_____Complete 8th grade registration.

_____(other)_____

8th GRADE:

_____Continue the record of your Activities, Awards & Work Experience card.

_____Complete Decision unit, Four-Year Plan, and Planning Sheet.

_____Review standardized (interest or achievement) test results.

_____Complete requirements for 8th grade graduation:

____Reading proficiency test ____Written communication proficiency test

____Math proficiency test ____Social Studies proficiency tests

_____Complete 9th grade registration.

_____(other)_____

9th GRADE:

_____Review your Educational Planning Folder.

_____Continue to record your Activities, Awards and Work Experience card.

_____Examine your results of interest inventory.

_____Up-date the Four-Year Planning sheet.

_____Review planned 10th grade registration with your parents.

_____Complete 10th grade registration.

_____Orientation to high school you will attend.

_____(other)_____

APPENDIX I

GUIDANCE INFORMATION SYSTEM
OCCUPATIONAL INFORMATION SAMPLE PRINTOUT

DIRECTOR OF GUIDANCE IN PUBLIC SCHOOLS

JOB DESCRIPTION:
Organizes, administers and coordinates guidance program in public school system. Develops guidance policies and procedures and trains guidance workers. Plans and supervises testing program. Supervises school placement service. Establishes occupational libraries in schools. Coordinates guidance activities with community agencies.

School subjects such as psychology, sociology, and statistics should be helpful. Requires a master's degree; teaching experience sometimes necessary. Directors of guidance are employed by the public school system.

Generally speaking, this occupation seems to be stable but may decline as enrollment falls in some regions.

The national average starting salary is at least $27,000.

RELATED JOBS:
AZOC No.	DOT No.	JOB TITLE
217	045.107-030	Counselor, Residence
.	045.067-010	Psychometrist
.	045.107-018	Director of Counseling
.	045.107-026	Psychologist, Counseling

RELATED INFORMATION IN OIS FILES:
Four-Year College programs 163,172
Graduate and Professional School programs 144,148,442,446

RELATED INFORMATION FROM OTHER NATIONAL SOURCES:
Occupational Outlook Handbook: DOT No. 045.117-010
Standard Occupational Classification No. 24

American Association for Counseling
and Development
5999 Stevenson Avenue
Alexandria, VA 22304

1 SPECIFIC OCCUPATIONAL REQUIREMENTS
2 INTERESTS RELATED TO THE OCCUPATION
4 Working with people most of the time; sharing ideas
8 Activities of an abstract and creative nature
9 Working with people usually in a helping role
11 Working for the prestige and the admiration of others
13 APTITUDES RELATED TO THE OCCUPATION
14 Ability to understand and use words effectively
15 Ability to do arithmetic quickly and accurately
24 PHYSICAL DEMANDS OF THE OCCUPATION
26 Light: lifting up to twenty pounds
31 Involves talking and hearing
35 Involves both standing and sitting fairly equally
37 WORK CONDITIONS
38 WORK ENVIRONMENT
40 Mostly inside
48 WORK HOURS
49 Work customarily during weekdays
53 Overtime normal
62 Occasional travel
76 EMPLOYMENT POTENTIAL
79 Stable employment potential
82 EDUCATION AND TRAINING
90 COLLEGE/UNIVERSITY
94 Master's or advanced degree
95 Doctorate degree
110 WORLD OF WORK CATEGORIES
111 OCCUPATIONAL CLUSTERS
125 Public Services
127 DOT OCCUPATIONAL CATEGORIES AND DIVISIONS
128 PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS
131 Occupations in life sciences
206 STANDARD OCCUPATIONAL CLASSIFICATION GROUPS
219 TEACHERS, LIBRARIANS, AND COUNSELORS
222 Vocational and Educational Counselors (24)

APPENDIX J

GUIDANCE INFORMATION SYSTEM
UNIVERSITY INFOMATION SAMPLE PRINTOUT

```
>201

:201
Nova University
3301 College Avenue
Fort Lauderdale, FL 33314
Telephone: 305 475-7360
Approximate enrollment: 1,800
Percent returning freshmen: 70
Applicants:   Applied   Accepted   Enrolled
              600       480        250
Mean SAT Verbal/Math: 450,460
Mean ACT: 20
Tests required: SAT or ACT
Application deadline: Rolling
            Tuition & Fees/Room & Board 1986-87
In-state        $5,000       $4,400
Out-of-state    $5,000       $4,400

=1201

:201
Nova University

1    LOCATION
30   SOUTHEAST STATES
33     Florida
64   SIZE OF CITY OR TOWN
65     Located in or within 30 miles of a city over 500,000
67     Population between 50,000 and 500,000
70   MAJOR PROGRAMS OF STUDY
125  BUSINESS AND MANAGEMENT
126    Business, management, and administration, general
127    Accounting
156  COMPUTER AND INFORMATION SCIENCES
157    Computer and information science, general
161    Information systems (includes management info. systems)
163  EDUCATION
164  TEACHER CERTIFICATION PROGRAMS
166    Certification in elementary education
170    Certification in secondary education
172  EDUCATION MAJORS
174    Elementary education
177  ENGINEERING AND INDUSTRIAL TECHNOLOGIES
206    Computer engineering
303  LAW
305    Legal studies
353  PSYCHOLOGY
354    Psychology, general
358    Industrial and business psychology (incl. organ. behavior)
372  SOCIAL SCIENCES
382    International and global studies (includes peace studies)
403  INSTITUTIONAL INFORMATION
432  FINANCIAL AID
433    Offers federal College Work-Study Program
434    Offers federal Pell Grant Program
435    Offers Supplemental Educational Opportunity Grants Program
436    Offers federal Guaranteed Student Loan Program
437    Offers Carl Perkins Loan Program
438    Offers Cooperative Education Plan
439    Approved for the training of veterans, Title 38
440    Offers scholarship funds specifically to minority students
441    Offers athletic scholarships for men
442    Offers athletic scholarships for women
443    Employment assistance for students (not work-study)
444    Other college-sponsored financial aid available
445  ADMISSIONS INFORMATION
446  TESTS REQUIRED FOR ADMISSION
448    SAT or ACT accepted; one is required prior to admission
453  ADMISSIONS POLICIES
455    Qualified students admitted after the 11th grade
456    Credit may be given for college-level work in high school
457    Transfer credit given for previous college work
458    Credit given for College Level Examination Program (CLEP)
459    Credit given for life experience (not CLEP)
460    Freshmen admitted other than in the fall
461    Transfer students admitted
462    Transfer students admitted other than in the fall
463    Early decision plan available
467    College seeks an ethnically diverse student body
469    Test of English as Foreign Language for foreign students
470  APPLICATION DEADLINE
476    Admissions decisions made on rolling basis (varies)
477  ACADEMIC CONFIDENCE OF ENTERING FRESHMEN
478  MEAN FRESHMAN VERBAL SAT SCORES
481    Mean verbal SAT between 400 and 499
485  MEAN FRESHMAN MATHEMATICS SAT SCORES
488    Mean mathematics SAT between 400 and 499
472  MEAN FRESHMAN ACT CONFIDENCE SCORES
476    Mean ACT composite between 17 and 20
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479  HIGH SCHOOL CLASS STANDING OF ENTERING FRESHMEN
500    Up to 25% of freshmen from top 10% of high school class
504  INSTITUTIONAL PROFILE
505  TYPE OF INSTITUTION
506    University
517    Private control
518  UNDERGRADUATE ENROLLMENT
520    Enrollment between 1,000 and 3,000
527    Coeducational
534  COPA ACCREDITATION
535    Accredited by one of the COPA regional organizations
537    Accredited by Assn. of Independent Colleges and Schools
538    Accredited by Assembly of Specialized Accreditation Bodies
543  CALENDAR PLAN OF THE COLLEGE
545    Calendar plan: trimester
548    Summer session available
550  FACULTY
552    Over 80% of faculty hold doctorates or terminal degrees
554  RESIDENCE INFORMATION AND CAMPUS LIFE
557  RESIDENCE FACILITIES AND POLICIES
562    Coeducational residence halls on campus
564    Resident freshmen allowed cars on campus
568    Public transportation available to and from campus
569    Off-campus housing assistance available
570    Day care facility on or near campus
574  RELIGIOUS SERVICES ON OR NEAR CAMPUS
575    Protestant services on or near campus
576    Roman Catholic services on or near campus
577    Jewish services on or near campus
579  CAMPUS ACTIVITIES
581    Campus publications (newspaper, literary magazine)
582    Cheerleading
583    Student government
585  SPECIAL PROGRAMS AND SERVICES
589    Degree may be earned in less than 4 years
600    All degree credits may be earned in evening classes
601    Math and/or English remedial programs
603    Formal counseling services
604    Formal program for study abroad
605    Foreign-student advisors
606    Courses in English as a foreign language
612    Facilities accessible to the mobility-impaired
618  ATHLETIC PROGRAMS, SCHOLARSHIPS, AND ASSOCIATIONS
617  INTRAMURAL ATHLETIC PROGRAMS
652    Intramural swimming
661  INTERCOLLEGIATE ATHLETIC PROGRAMS FOR MEN
664    Intercollegiate baseball for men
665    Intercollegiate basketball for men
667    Intercollegiate cross-country for men
676    Intercollegiate golf for men
691    Intercollegiate soccer for men
703  INTERCOLLEGIATE ATHLETIC PROGRAMS FOR WOMEN
711    Intercollegiate cross country for women
730    Intercollegiate tennis for women
740    Intercollegiate volleyball for women
745  ATHLETIC SCHOLARSHIPS FOR MEN
748    Baseball scholarships for men
749    Basketball scholarships for men
753    Cross-country scholarships for men
760    Golf scholarships for men
775    Soccer scholarships for men
787  ATHLETIC SCHOLARSHIPS FOR WOMEN
793    Cross-country scholarships for women
822    Tennis scholarships for women
824    Volleyball scholarships for women
827  ATHLETIC ASSOCIATIONS
836    National Association of Intercollegiate Athletics (NAIA)
840    National Little College Athletic Association (NLCAA)
```

APPENDIX K

GUIDANCE INFORMTION SYSTEM
PRELIMINARY CAREER PLANNING SHEET

PRELIMINARY CAREER PLANNING SHEET

DIRECTIONS: Read your Guidance Information System (GIS) printout and answer the following questions.

TITLE:

1. What career are you researching? _____

JOB DESCRIPTION:

2. Summarize the responsibilities of the job. Other than the job descriptions, what other kind of things do you think you would be doing? _____

PREPARATION:

3. What high school subjects would you take to prepare yourself for this career? List any other classes that may be helpful to you. _____

EMPLOYMENT POTENTIAL:

4. Based on your printout, what is the job outlook (employment potential) for your career? How does this information influence your career choice? _____

SALARY:

5. What is the national average starting salary now? Is this important to you? Why or why not? _____

OCCUPATIONAL REQUIREMENTS:

6. List two or more of your current interests that could influence your choice.
   1. _____
   2. _____
   3. _____

APTITUDES:

7. List two or more aptitudes needed for the career.
   1. _____
   2. _____
   3. _____

8. How do you think the interest/aptitudes apply to you? _____

TRAINING AND EDUCATION:

9. How much training/education will you need for your career? * _____

*Vocational / Technical School

Associate degree (A.A.)
Two years of Community College
Apprenticeship: 2-5 years of training
On-the-Job training (OJT): 6 months-2 years.
Licensing/Cetification may be required

*College / University

Associate degree (A.A.)
Two years of Community College
Bachelor Degree (B.A./B.S.): 4 years of college
Master Degree (M.A./M.S.): 5-7 years of college
Doctorate Degree (Ph.D.): 7-10 years of college

APPENDIX L

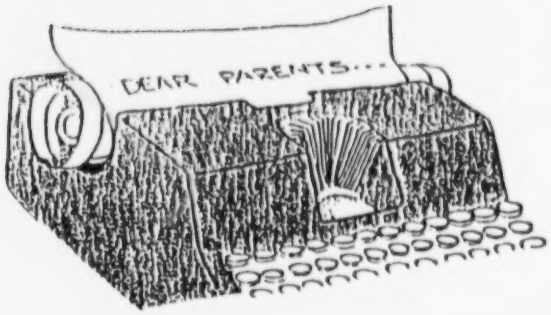
PARAPROFESSIONAL FLYER

PEER TUTORING
SPONSORED BY NJHS

WHO	ANY STUDENT HAVING DIFFICULTY WITH SCHOOL WORK.
WHAT	THE NATIONAL JUNIOR HONOR SOCIETY WILL HELP STUDENTS THROUGH A PEER TUTORING PROGRAM. BOTH ACADEMIC AND CAREER INFORMATION WILL BE AVAILABLE.
WHERE	CAREER CENTER
WHEN	8:30 - 8:55 A.M. DAILY
HOW	1) ARRIVE AT SCHOOL AT 8:30. BRING YOUR BOOKS/MATERIALS. 2) CHECK IN THROUGH THE MAIN OFFICE. 3) SIGN IN AT THE GUIDANCE OFFICE. 4) GO TO THE CAREER CENTER TO BE ASSIGNED A PEER TUTOR.

APPENDIX M

SEVENTH GRADE CAREER UNIT



Dear Parents / Guardians:

As part of the seventh grade curriculum, your student has been involved in a career and educational exploration unit, "ALL ABOUT YOU."

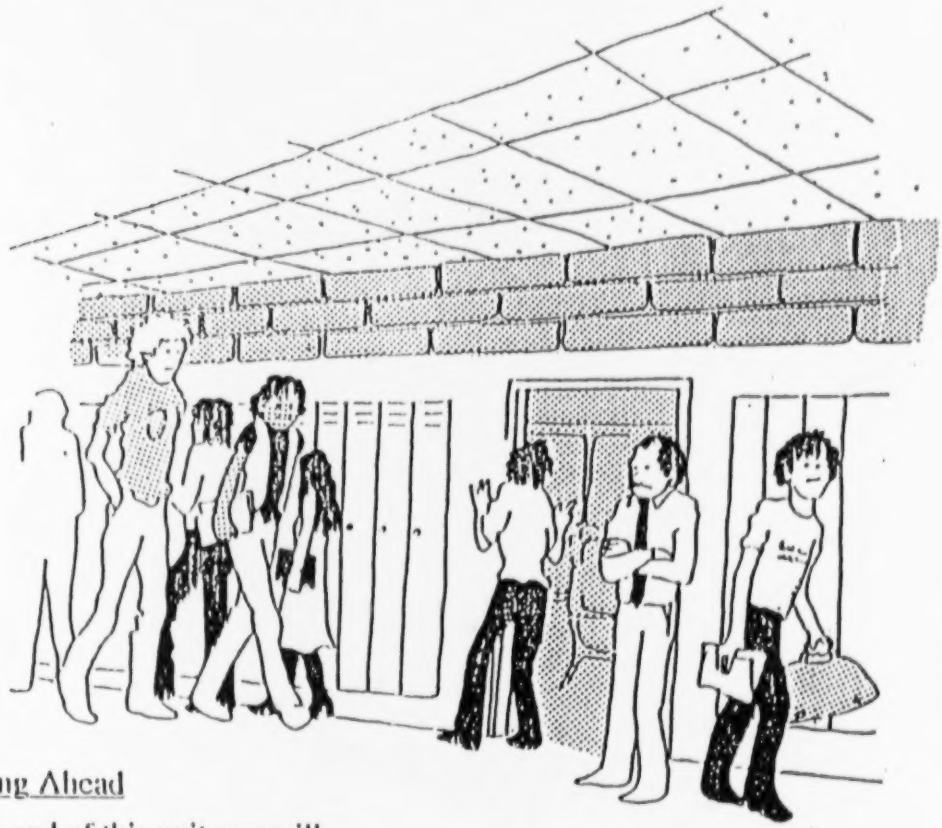
In this unit, each student learned about interests, abilities, physical traits, and values and how these factors relate to the world of work. We hope that this unit will encourage your student to begin to think about plans for junior high, high school, and beyond.

Parents play an important role in encouraging student success in school. We invite you to review the information in this booklet with your daughter or son. Please feel free to contact the counseling department if you have any questions or comments.

Sincerely,

Counselors and Seventh Grade Teachers

The purpose of this unit is to help you collect and organize information that will allow you to make the most of your junior high years.



Looking Ahead

By the end of this unit you will:

1. Learn about the counseling and guidance services available to you.
2. Find out about your abilities, interests, values and physical traits.
3. Know about junior high classes and activities that can help you in career selection.

Definitions:

Resources: a person, place or thing that gives you information.

Counselor: helps students with grades; making and keeping friends; education and career plans; personal, family and school problems.

Career Center: A work area at your school where vocational, college, and/or military information can be found.

The above definitions explain the kinds of help available to you in junior high. Read each sentence below. Match each statement with the best resource(s) for handling the situation

Use this key for your answers!

A - Counselor
B - Career Center
C - Teacher
D - Parent / Guardian

_____ 1. You need help learning how to get better grades.

_____ 2. You want information about the pay for a particular job.

_____ 3. You need to know which assignments you haven't completed in English.

_____ 4. You and your friend had a fight and you want to know how to patch up your friendship.

_____ 5. You want to review the results of your "All About You" unit.

_____ 6. You have questions about your daily assignments.

_____ 7. You want to learn more about going into the Army.

_____ 8. You want to learn how to make more friends.

_____ 9. You want to change your seat because a classmate keeps copying your work.

_____ 10. You have a personal problem you want to discuss with someone.

In reading and completing this booklet, you may find that you have abilities and interests which you had not thought about. 109

Definitions:

Ability: What you can do.

Interest: What you like to do.

Abilities

Abilities are the physical or mental skills you develop or learn as you grow up. It is possible to have many different abilities.

Mental Abilities: These abilities have to do with how you learn and perform academically.

Artistic or Creative Ability: Being good at painting or drawing, playing a musical instrument or singing, or expressing thoughts on paper are examples of this type of ability.

Physical Ability: Those abilities needed for sports, jobs requiring physical strength, and work that requires skilled hands such as sewing and shop.

Mechanical Ability: Abilities that a person has who can make, build, or fix things. Examples of people with these abilities would include an auto mechanic or a carpenter.

Your abilities can change!

One reason that people's abilities differ is that some people have spent more time or effort developing some of their abilities than others. If you practice in certain areas, you will become more skilled in those areas.

If you don't have all the abilities required for the goal that you want to reach, you will have to either work to develop those abilities or change your goal.

Interests

Interests are activities that you like to do; things that please and give you satisfaction or make you curious about something. Interests also will influence your selection of your educational and vocational goals.

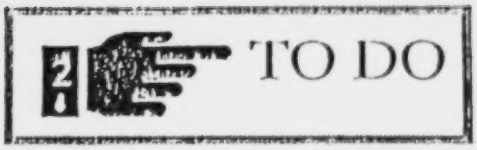
You will spend a very large part of your life either preparing for or working at a job. You can't expect to have a very happy life if you must spend it doing something you don't enjoy. Knowing what you like and what holds your interest will lead to a fulfilling career.

Your interests can have a great influence on your future. Your interest can and probably will change as time goes on. Right now there are probably things that you would be interested in if you knew about them, or if you tried them. Just as you develop abilities, you can also develop interests.

A person may change his/her occupation five to seven times during a lifetime.

Values are things that influence how you act, what you do, and how hard you work at it.

Values are :
things that are important for you
things you strive hard for
things or ideas you want or feel are worthwhile



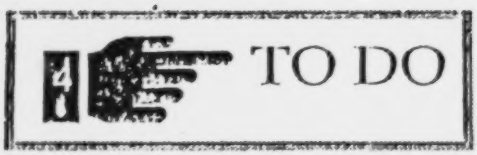
You have now read about abilities and interests. To make sure that you understand the difference between an ability and an interest, check which of the following statements refer to an ability and which statements refer to an interest.

	ABILITY	INTEREST
I sure would like to be an airline pilot.		
I can drive a nail in a board without missing.		
I won two ribbons at a track meet.		
It would be fun to be a disc jockey.		
I would like to be a beautician.		
I was on the honor roll many times.		
My drawing received high honors at the art exhibit.		
To be in the Ice Follies would be great.		

Check those subjects in which you feel you are able to do your best.

Reading	
Math	
Social Studies	
Science	
Home Economics	
English	

Spelling	
P.E.	
Music	
Art	
Industrial Arts	
Computers	



Match the eight value categories below with their definitions. If you are not sure of a match, discuss it with your parents, teacher, and/or counselor

Use this key for your answers!

A - Affection	E - Social Influence
B - Respect	F - Desire for Wealth
C - Skill	G - Well-being
D - Knowledge	H - Integrity

_____ Knowing what is right and wrong for yourself. Keeping promises, being honest, just and responsible.

_____ Your ability to understand what things mean, and using what you know to help you do the things you want to do.

_____ Wanting the things that money can buy, other than food, clothing and shelter.

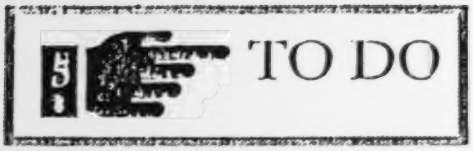
_____ Your ability to perform or do a task with some success.

_____ A feeling of self-confidence, health, inner peace, and happiness.

_____ Love and friendship that you have for others.

_____ The ability to control your own behavior and the ability to make others see your point of view.

_____ Courtesy and admiration that you have for others. Looking up to someone.



Place a (1) next to the choice you would select first, place a (2) by your second choice, and place a (3) by the choice you feel is least important.

A. What would you rather have?
_____ Health
_____ Power
_____ Money

B. How do you choose to use your free time?
_____ Be with friends
_____ Watch television
_____ Read

C. What would you like to be when you get older?
_____ Factory worker
_____ Lawyer
_____ Waiter/Waitress

D. Who can you most easily talk with?
_____ Mother
_____ Father
_____ Friend

E. Which qualities do you prefer in a friendship?
_____ Loyalty
_____ Generosity
_____ Honesty

F. Which is the hardest?
_____ Being rejected by a friend
_____ Being hassled by someone
_____ Losing your wallet

G. What would you do if a friend had bad breath?
_____ Tell him/her
_____ Send him/her a note
_____ Do nothing

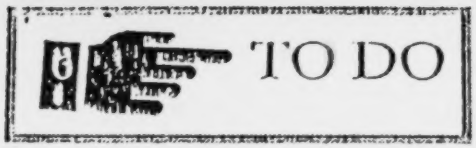
H. Which is your favorite school subject?
_____ Math
_____ Social Studies
_____ P.E.

I. If you saw someone stealing something out of someone's desk, would you:
_____ Tell the teacher
_____ Tell the person from whom it was stolen
_____ Tell no one

Physical Traits

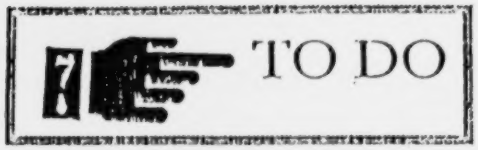
- Faster than a speeding bullet!
- More powerful than a locomotive!
- Able to leap tall buildings in a single bound!

The cartoon on this page gives you a clue about the meaning of the term physical traits. Physical traits are what you can do physically or what you are like physically. These traits might affect your choice for future employment.



From the following list, mark those statements which describe a physical trait with a "P", values with a "V", interests with an "I", and abilities with an "A".

1. _____ John is six feet tall.
2. _____ Bill is smart in math.
3. _____ Bob was happy when his science project was done.
4. _____ Jane's family often goes camping.
5. _____ Angela has brown eyes.
6. _____ George was to be famous.
7. _____ Linda likes to read.
8. _____ Don took first place in track.
9. _____ We shouted for joy when our team won the championship.
10. _____ Ann is a good pianist.
11. _____ I really like to go skiing.
12. _____ Tom is a very fast runner.
13. _____ Mary has very good eyesight.
14. _____ Bob wants to be rich.
15. _____ Three seventh grade girls were placed in advanced band.



For each of the three jobs listed below, circle four physical traits that would be typical of people in those jobs.

Professional Basketball Player

1. Being tall
2. Being honest
3. Being independent
4. Being a fast runner
5. Being coordinated
6. Being helpful
7. Having physical endurance
8. Being rich

Waiter/Waitress

1. Being patient
2. Having good hearing
3. Having a good personality
4. Having good balance and coordination
5. Being well-groomed
6. Having good speech
7. Being well-dressed
8. Being in good health

Rock and Roll Star

1. Be a fast runner
2. Have a pleasant personality
3. Have good hearing
4. Be well-groomed
5. Feel the beat
6. Be honest
7. Be able to jump high

The activities to this point have helped you to learn about your interests, abilities, physical traits, and values. In these next activities you will take a look at how these areas relate to the working world.

Place a checkmark beside the areas that are most important to you. You may check one or more areas under each heading.

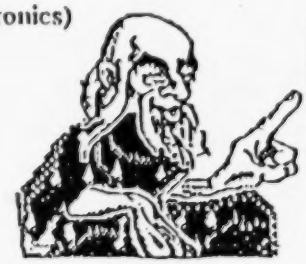
Career Factor Checklist

Assessing Your Abilities

_____ English and writing
_____ Reading
_____ Math
_____ Art
_____ Music
_____ Spelling
_____ Science
_____ Social Studies
_____ Physical Education
_____ Home Economics
_____ Industrial Arts

Assessing Your Interest in Career Groups

_____ Interested in creative work (arts and crafts)
_____ Interested in laboratory work, research and development (science)
_____ Prefer working with plants and animals (nature --- outdoors)
_____ Interested in working with math, computers, charts, and graphs (numbers)
_____ Prefer working with machines (mechanical --- fixing)
_____ Interested in preparing or serving food (food service)
_____ Interested in supervising or managing people or things (business)
_____ Interested in office work (office machines)
_____ Interested in selling ideas or things (sales)
_____ Interested in caring for people's medical needs (medical)
_____ Interested in helping others (social services)
_____ Interested in working with children (childcare)
_____ Interested in working or fixing electrical things (electronics)
_____ Interested in writing (writing)

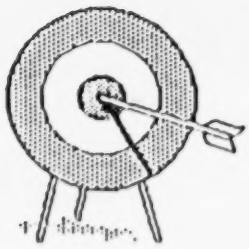


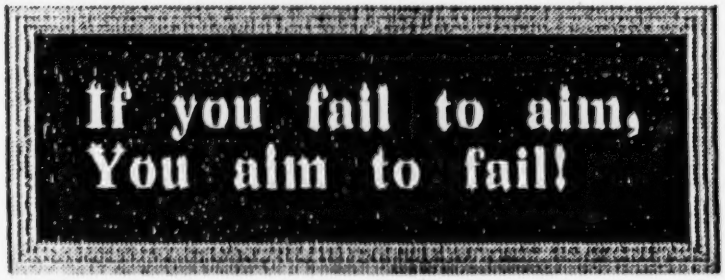
Continued on the next page!

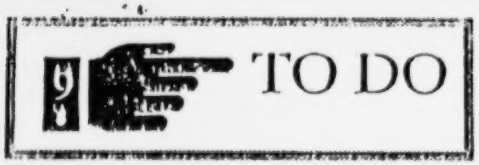
_____ Enjoy close work
_____ Like to sit at a desk all day
_____ Stand on your feet most of the time
_____ Work outdoors
_____ Do the same thing for long periods of time
_____ Variety in your work
_____ Move around when you work
_____ Work well under direct supervision
_____ Plan your own work
_____ Work well with other people
_____ Work by yourself
_____ Work under pressure

Assessing Your Work Values

_____ Affection: Love and friendship that you have for others and which they have for you.
_____ Respect: Courtesy and admiration which you have for others and they have for you.
_____ Skill: Your ability to perform or do a task with some success.
_____ Well-Being: An inner feeling of self-confidence, health, inner peace, and happiness.
_____ Knowledge: Your ability to understand what things mean and using what you know to help you do the things you want to do.
_____ Social Influence: The ability to control your own behavior and the ability to make others see your point of view.
_____ Desire for Wealth: Wanting the things money can buy other than food, clothing or shelter.
_____ Integrity: Knowing what is right and wrong for yourself, keeping promises and being honest and trustworthy.







Place a star (*) by the three career interest areas that are most important to you. Next, circle at least three courses that relate to each of your career interest areas. You should have three stars and nine circles when you are done.

Career Interest Areas and Related Courses

Mechanical / Fixing Related:
- Auto Mechanics
- General Business
- General Math
- Mechanical Drawing
- Shop
- Physical Science
- Welding

Electronics Related:
- Chemistry
- Computer Science
- Drafting
- Electricity
- Electronics
- Mathematics
- Physics

Arts / Crafts Related:
- Art
- Crafts
- Dance
- Graphic Arts
- Music
- Photography

Social Service Related:
- Anthropology
- History
- Humanities
- Life Science
- Political Science
- Psychology
- Social Services
- Sociology

Child Care Related:
- Biology
- Child Development
- Family Life
- General Science
- Psychology

Nature / Outdoors Related:
- Agriculture
- Biology
- Botany
- Chemistry
- Conservation
- Ecology
- Forestry
- Landscape
- Zoology

Science Related:
- Astronomy
- Biology
- Botany
- Chemistry
- General Science
- Geology
- Pharmacy
- Physics
- Zoology

Medical Service Related:
- Anatomy
- Chemistry
- General Science
- Health
- Pharmacy
- Physics

Business Related:
- Accounting
- Business
- Economics
- General Math
- Law
- Marketing
- Public Relations
- Public Administration
- Social Services

Sales Related:
- Business
- Economics
- General Math
- Marketing
- Public Relations

Numbers Related:
- Accounting
- Algebra
- Arithmetic
- Bookkeeping
- Calculus
- Computer Programming
- General Business
- General Math
- Geometry

Writing Related:
- English
- Journalism
- Literature
- Media Communications
- Poetry
- Speech

Office Practices Related:
- Bookkeeping
- Business
- Data Processing
- General Math
- Shorthand
- Typing

Food Services Related:
- Food Service
- General Business
- General Math
- General Science
- Home Economics
- Nutrition

Fill out the student summary sheet and discuss it with your parents.

Student Summary Sheet

Student Name _____ Grade _____ Date _____

I. Things I'm good at:

_____ _____ _____

_____ _____ _____

II. Things I'd like to be good at:

_____ _____ _____

_____ _____ _____

III. Things I like to do during free time (clubs, activities, sports):

_____ _____ _____

_____ _____ _____

IV. Favorite Subject:

_____ _____ _____

_____ _____ _____

V. Tentative Career Interest Areas:

Area: _____

Area: _____

Area: _____

Courses Related to Career Interest Area:

_____

_____

_____

_____

_____

_____

APPENDIX N

EIGHTH GRADE CAREER UNIT

Dear Parents / Guardian:

As part of the eighth grade social studies curriculum, your student has been involved in a career and educational planning unit, DECISIONS.

In this unit, he / she learned decision-making and goal-setting skills that are helpful in both academic and personal areas. Your student has also completed a tentative four year high school plan. Please discuss this as a family and give your input before he / she fills out the actual four year plan for our school file.

Parents play an important role in encouraging student success in school. We invite you to review the information in this booklet with your son / daughter. Please feel free to contact the counseling department if you have any questions or comments.

Sincerely,

Counseling
and
Social Studies
Departments

This is the story of a boy named Melvin who didn't know what to do with himself --- not just sometimes, but always.

When he was in school he wanted to be out, and when he was out he wanted to be in. Going to school he thought about coming home, and coming home he thought about going to school. No matter where he was, he wished he were somewhere else and when he got there he wondered why he'd made the effort. Few things interested him and he had a tough time making decisions about anything.

Feeling down as he walked home from school one day, he thought, "Almost everything is a waste of time. I can't see any point in learning to solve 'dumb' problems." And since no one had told him anything else, he thought that looking ahead and learning to plan were unimportant activities.

Melvin didn't realize that he was making decisions every day of his life - and so are you. Such things as choosing which outfit to wear, walking or riding your bike to school, taking lecture notes or writing a note to your friend, and studying or watching television in the evening, are all examples of decisions you might make.

In this unit you will learn a six step decision-making model which will help you to set goals and make better choices about your personal and school life.

The process is:

1. IDENTIFY THE PROBLEM

   State the problem clearly and as simply as possible.

2. BRAINSTORM AND LIST ALTERNATIVES

   Write down any possible solutions. Be creative!

3. GATHER ADDITIONAL INFORMATION

   Use people, books, magazines, computer printouts, agencies, career center, etc.

4. CHOOSE AN ALTERNATIVE(S)

   Decide based on your interests, values, abilities and resources.

5. DEVELOP YOUR PLAN

   Set workable goals and tentative time limits.

6. RE-EVALUATE YOUR PLAN AS NEEDED

   Change your plan as you change.

TO DO:

Choose a decision you have recently made or one which you are facing. On this worksheet, follow the six steps process to arrive at a possible plan.

1. Identify the problem.

_____

2. Brainstorm and list alternatives.

_____ _____

_____ _____

3. Gather additional information.

_____

_____

4. Choose an alternative(s).

5. Develop your plan.

What? _____

When? _____

How? _____

6. Re-evaluate your plan as needed.

One decision that all eighth graders face is "What should I take in high school?" It's easy to see that having a tentative career goal would make it less difficult to write your four year high school plan.

If you know whether or not your career goal is in the

ACADEMIC, VOCATIONAL OR THE GENERAL

area, then you will know which courses to take.

Let's use the six step plan to choose a tentative career goal.

1. Identify the problem. Selecting a career goal.

2. Brainstorm and list alternatives (use this space to write down as many different career possibilities that you can think of that interest you, whether or not you have the ability or training to pursue them.)

_____ _____

_____ _____

_____ _____

3. Gather additional information.

TO DO:

Take the IDEAS interest inventory to provide further information regarding your likes, dislikes and interests.

My three highest areas on the interest profile (blue) are:

Interest Area	Standard Score	Interest Level		
		Low	Average	High
_____	_____			
_____	_____			
_____	_____			

Do the descriptions of your high interest areas on pages 8 and 9 of the IDEAS booklet accurately describe what you like?

Yes _____ No _____

Look on pages 10 and 11 of IDEAS and choose one or two jobs from your high interest areas that are appealing to you.

_____

_____

You can find information on these jobs in the career center using the General Information System (GIS) computer, the Occupational Outlook Handbook (OOH), the Dictionary of Occupational Titles (DOT) and other sources.

4. Choose an alternative (list a tentative career goal).

5. Develop your plan.

What high school courses will I take? (refer to related courses for your interest areas on pages 10 and 11 in IDEAS.)
*Be sure to include these on your 4 year high H.S. plan.

_____ _____ _____

_____ _____ _____

_____ _____ _____

What special training will I need? (college degree, vocational program, general program)

_____

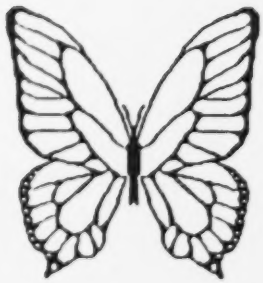
6. Re-evaluate your plan as needed. (Each year at registration you will be updating your 4 year plan.)

TO DO:

____ a. Tear out and file the blue interest profile in your red career folder.

____ b. Update the activities, awards and work experience green card in your red career folder.

* As you look in your red folder, notice your Student Planning Sheet from seventh grade regarding your career interests. Have they changed?

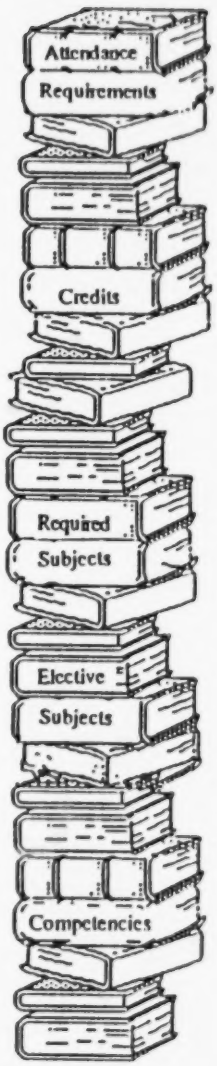


The only constant is change.

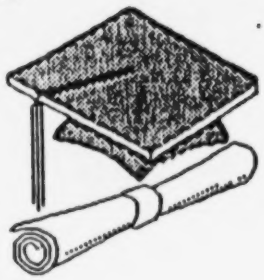
GRADUATION REQUIREMENTS

TO DO:

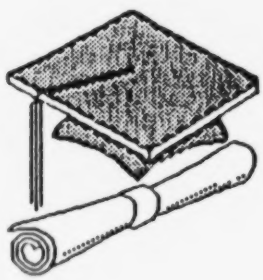
DEFINE
THE TERMS
LISTED
BELOW

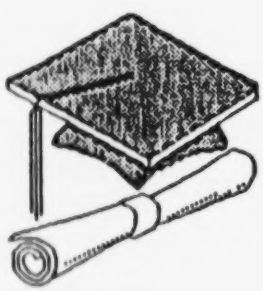


GRADUATION REQUIREMENTS



Required Subjects:	Number of credits
English	4
Ninth Grade English	1
Principles of English I	1/2
Literary Explorations	1/2
Principles of English II	1/2
Literary Option	1/2
EN Courses	1
Mathematics	2
Science	2
Physical Science or Biology	1
SC Course	1
Social Studies	3
World History/Geography	1
Arizona/U.S. History	1
Arizona/U.S. Goverment	1/2
Free Enterprise	1/2
Fine/Practical Arts	1
(All AG, AR, BE,CS, HE, IA, MU, PA and Mesa VO-TECH courses are eligible for credit.)	
Physical Education (9 - 12)	1
(1/2 credit required in grades 10 - 12)	
Total Required Subjects	13
Total Electives	8
Total Credits Required for Graduation	21





More information is available from the Course Description Catalog or your counselor.

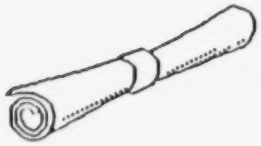
DIPLOMA OPTIONS

The Mesa School District offers the standard diploma to all students who complete the graduation requirements. Those students who complete a rigorous program of studies shall receive a scholastic diploma. Students who demonstrate excellence in one or more subject areas may apply for a seal of excellence for the standard or scholastic diploma. This seal, granted by the Mesa School District's Board of Education, names each subject area in which excellence is achieved. The appropriate department at each high school approves a student's receipt of a seal of excellence.

If you are planning a career goal in the GENERAL area:

FOLLOW THE REQUIREMENTS FOR THE STANDARD DIPLOMA

STANDARD DIPLOMA



The student will be eligible for the standard diploma upon completion of:

* Attendance requirements
* 21 credits (required and elective)
* 9th grade level reading, writing and math competencies

(Electives will be in your areas of interest: business, home economics, art, computers, etc.)

If you are planning a career goal in the ACADEMIC area:

FOLLOW THE REQUIREMENTS FOR THE SCHOLASTIC DIPLOMA

SCHOLASTIC DIPLOMA

The student will be eligible for the scholastic diploma upon completion of:

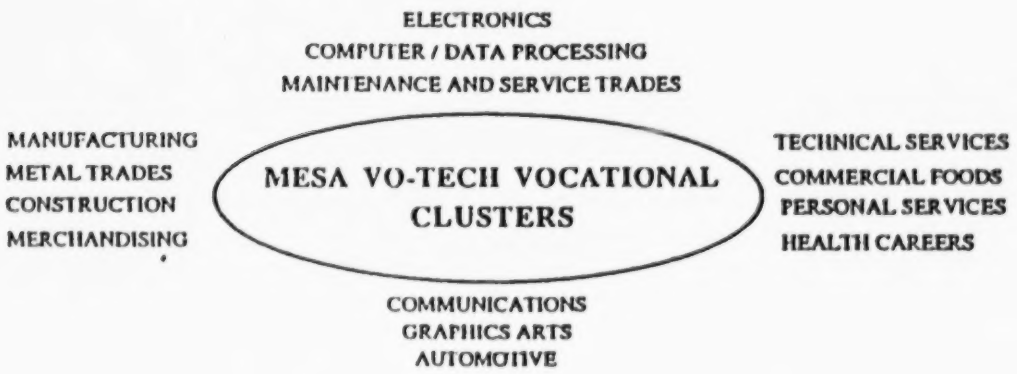
*Requirements for Standard Diploma
* 4 credits in English
* 3 credits in math
* 3 credits in science
* 3 credits in social studies
* 2 credits in foreign language
* GPA of 3.0 or higher based on all but the final semester of the senior year

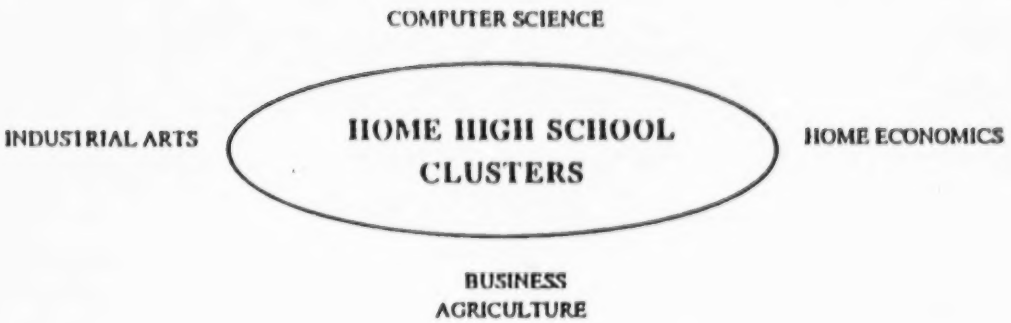
(Electives will be in academic classes)

If you are planning a career goal in the VOCATIONAL area:

FOLLOW THE REQUIREMENTS FOR THE STANDARD DIPLOMA

(Electives will be vocational classes at the home high school or at Mesa VO-TECH)





The best theories are useless without a proper plan of action.

Name _____

Period _____

Date _____

Class _____

DESCRIPTION OF WORK

ABILITY REQUIRED

CAREER

EARNINGS

HISTORY OF OCCUPATIONS

TEMPERMENT REQUIRED

HOURS OF WORK

Advantages

Education and Training Required

Outlook for the future

CAREER

Disadvantages

High School Courses

High School Activities

This is a "practice" form for your four year high school plan. Fill it out and show it to your parents. Discuss it with them before you complete the four year plan which will be placed in your red folder.

* Notice that the courses already listed are only those which must be taken at a certain level.

I plan to:

____ Work for the Standard Diploma

____ Work for the Scholastic Diploma

Four-Year Planning Sheet

NAME _____ GRADE _____ DATE _____

	1st Semester	NINTH GRADE	2nd Semester
1	Ninth Grade English	1	Ninth Grade English
2	Mathematics	2	Mathematics
3	World History/Geography	3	World History/Geography
4		4	
5		5	
6		6	
7		7	
	TOTAL CREDITS ____		TOTAL CREDITS ____

	1st Semester	TENTH GRADE	2nd Semester
1	Principles of English I	1	Literary Explorations
2		2	
3		3	
4		4	
5		5	
6		6	
7		7	
	TOTAL CREDITS ____		TOTAL CREDITS ____

	1st Semester	ELEVENTH GRADE	2nd Semester
1	Principles of English II	1	Literary Options
2	U.S. History	2	Arizona/U.S. History
3		3	
4		4	
5		5	
6		6	
7		7	
	TOTAL CREDITS ____		TOTAL CREDITS ____

	1st Semester	TWELFTH GRADE	2nd Semester
1	English	1	English
2	U.S. Government	2	Free Enterprise
3		3	
4		4	
5		5	
6		6	
7		7	
	TOTAL CREDITS ____		TOTAL CREDITS ____

REQUIRED SUBJECT CREDITS - 13 ** ELECTIVE SUBJECT CREDITS - 8 *** TOTAL CREDITS TO GRADUATE - 21